UNCW

UNDERGRADUATE CATALOGUE 2005-2006

UNIVERSITY OF NORTH CAROLINA **WILMINGTON**

FOR USE
IN
LIBRARY
ONLY

University of North Carolina Wilmington

Undergraduate Catalogue

FOR USE IN LIBRARY ONLY

2005–2006
Bulletin 56

The University of North Carolina Wilmington is committed to and will provide equality of educational and employment opportunity for all persons regardless of race, sex (such as gender, marital status, and pregnancy), age, color, national origin (including ethnicity), creed, religion, disability, sexual orientation, political affiliation, veteran status or relationship to other university constituents—except where sex, age or ability represent bona fide educational or occupational qualifications or where marital status is a statutorily established eligibility criterion for state-funded employee benefit programs.

INFORMATION

Admissions	(910) 962-3243	http://www.uncw.edu/admissions/
Financial Aid and Veterans Services	(910) 962-3177	http://www.uncw.edu/finaid/
Registrar	(910) 962-3125	http://www.uncw.edu/reg/
University Operator	(910) 962-3000	

World Wide Web Home Page: http://www.uncw.edu

TABLE OF CONTENTS

Calendar of Events 5
Administrative Officers 9
The University of North Carolina 12
University of North Carolina Wilmington 14
Equal Opportunity, Diversity, and Unlawful Harassment 20
The Campus 24
Admissions 31
Expenses 39
Financial Aid and Veterans Services 46
University Regulations 69
Student Life 81
Student Support Offices and Services 93
Academic Programs 97
Enrichment Courses and Programs 101
Degree Programs and Requirements 107
- College of Arts and Sciences 112
- Cameron School of Business 159
- Watson School of Education 166
- School of Nursing 176

Special Academic Programs 180
- Extension Programs and Courses 180
- Joint Programs 180
- Pre-Professional Programs 182

Course Descriptions 184
Special Academic Centers 351
Faculty 354
Index 380

A separate graduate catalogue is available in the Graduate School.

Although the publisher of this catalogue has made every reasonable effort to attain factual accuracy herein, no responsibility is assumed for editorial, clerical or printing errors, or errors occasioned by mistakes. The publisher has attempted to present information that, at the time of preparation for printing, most accurately describes the course offerings, faculty listings, policies, procedures, regulations and requirements of the university. However, it does not establish contractual relations. The university reserves the right to alter or change any statement contained herein without prior notice.

Graduation Rate Disclosure Statement. Our data show that 67.3% of the full-time new freshmen who entered UNC Wilmington in fall 1997 have received a baccalaureate from this institution or another UNC institution as of fall 2003. In addition, another 3.9% were enrolled at this or another UNC institution in pursuit of their baccalaureate degree as of fall 2003. This information is provided pursuant to requirements of the Student-Right-to-Know and Campus Security Act of 1990.

This catalogue is published by the University of North Carolina Wilmington under the auspices of the Office of the Provost and Vice Chancellor for Academic Affairs. Questions and comments pertaining to the contents or access to documents cited may be directed to that office.

12,000 copies of this public document were printed at a cost of $18,648 or $1.55 per copy (G.S. 143-170.1).

Printed on recycled paper

Ref.
LD
3962.9
.U5
C37
V.2005-2006
C.3

Welcome to the University of North Carolina Wilmington and congratulations on your enrollment at one of the most selective and competitive academic institutions in the nation!

You may be aware that UNCW has for the seventh consecutive year been ranked among the top 10 regional public universities in the South by *U.S. News & World Report* and as one of the top 100 (ranked at 35th, to be precise) best public university values in the nation by *Kiplinger's Personal Finance*. Many of UNCW's academic programs and student services have received similar national acclaim.

In addition, the national reputation of this university has been enhanced in recent years by the performance of Seahawk student-athletes, in both athletic competition and in the classroom. UNCW's student-athletes have consistently posted one of the highest GPA's in the UNC system.

While in Wilmington, you will have access to a lively and historic mid-sized city in a wonderful coastal location. I urge you to be a good neighbor and to volunteer in the community, as so many of our students have done in the past. When you have graduated, I encourage you to continue to give back to your community, wherever that may be, and to be an active member of the Alumni Association.

You are embarking on what promises to be the most rewarding and perhaps the most challenging journey that you have ever experienced. Your response to this challenge and your performance over the next four years will have a profound impact on your life. On behalf of the Board of Trustees, I wish you a most successful college career and welcome you heartily to the family of the University of North Carolina Wilmington.

Very truly yours,

Alfred P. Carlton, Jr.
Chair of the Board of Trustees

Welcome to the University of North Carolina Wilmington. This catalogue provides a roadmap to the unmatched range of intellectual opportunities available here at UNCW. In it you will find information on classes offered by our College of Arts and Sciences, Cameron School of Business, Watson School of Education, and School of Nursing.

UNCW makes it possible to achieve both breadth and depth in your education. The wide array of majors will undoubtedly unleash the intellectual energy and perspective you need to become a well versed and educated UNCW graduate.

Thus, I encourage you to take full advantage of this course catalogue. Be bold and creative in designing your UNCW education. Intellectual breadth and agility are the tools you will need to succeed in the 21st century.

Sincerely,

Rosemary DePaolo
Chancellor

2005

JANUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

FEBRUARY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

JULY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

AUGUST

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

NOVEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2006

JANUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

MAY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

AUGUST

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

2007

JANUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

OCTOBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

CALENDAR OF EVENTS
2005–2006

Fall Semester, 2005

Registration and SEAWEB dates–Please refer to the Calendar of Events at www.uncw.edu/reg/

August 10, Wednesday	Academic year begins
August 10, Wednesday	Transfer student orientation (College of Arts and Sciences)
August 11, Thursday	Transfer student orientation (professional schools)
August 13, Saturday	On-campus housing opens for new and transfer students only 10 a.m.
August 14-15 Sunday-Monday	Freshman orientation and advising
August 15, Monday	On-campus housing opens for returning students 10 a.m.
August 17, Wednesday	Classes begin
August 18, Thursday	Faculty meeting
August 24, Wednesday	Last day for registration/Last day to drop (without a grade) or add a class. Tuition/fee payment after this date will be subject to a late payment charge.
September 5, Monday	Labor Day holiday
October 5, Wednesday	Last day to withdraw with W—undergraduate students
October 5, Wednesday	Fall vacation begins 10:30 p.m.
October 10, Monday	Fall vacation ends/Classes resume 8 a.m.
November 11, Friday	Last day to withdraw with W—graduate students
November 15, Tuesday	Graduation application deadline—Spring 2006—undergraduate and graduate students
November 22, Tuesday	Thanksgiving vacation begins 10:30 p.m.
November 28, Monday	Thanksgiving vacation ends/Classes resume 8 a.m.
December 1, Thursday	Last day of classes
December 2, Friday	Reading Day
December 3-9, Saturday-Friday	Final Examinations
December 10, Saturday	Fall semester ends
December 10, Saturday	Commencement
December 11, Sunday	On-campus housing closes 10 a.m.

Spring Semester, 2006

Registration and SEAWEB dates–Please refer to the Calendar of Events at www.uncw.edu/reg/

January 6, Friday	Spring semester begins
January 8, Sunday	On-campus housing opens 10 a.m.
January 9-10, Monday-Tuesday	Orientation and Advising
January 11, Wednesday	Classes begin
January 16, Monday	Martin Luther King holiday
January 18, Wednesday	Last day for registration/Last day to drop (without a grade) or add a class. Tuition/fee payment after this date will be subject to a late payment charge.
March 1, Wednesday	Last day to withdraw with W—undergraduate students
March 4, Saturday	Spring vacation begins/On-campus housing closes 10 a.m.
March 12, Sunday	On-campus housing opens 10 a.m.
March 13, Monday	Spring vacation ends/Classes resume

March 29, Wednesday	Last day to withdraw with W—graduate student
April 12, Wednesday	State holiday begins 10:30 p.m.
April 17, Monday	State holiday ends/Classes resume 8 a.m.
April 17, Monday	Graduation application deadline—Summer 2006 and Fall 2006—undergraduate and graduate students
April 20, Thursday	Faculty Meeting
May 1, Monday	Last day of classes
May 2, Tuesday	Reading Day
May 3-5, Wednesday-Friday	Final Examinations
May 8-10, Monday-Wednesday	Final Examinations
May 11, Thursday	On-campus housing closes 10 a.m.
May 13, Saturday	Spring semester ends
May 13, Saturday	Commencement/Academic year ends

Summer Session I, 2006

Registration and SEAWEB dates–Please refer to the Calendar of Events at www.uncw.edu/reg/

May 17, Wednesday	On-campus housing opens 10 a.m./Transfer Orientation
May 18, Thursday	Classes begin
May 23, Tuesday	Last day for registration/Last day to drop (without a grade) or add a class. Tuition/fee payment after this date will be subject to a late payment charge.
May 29, Monday	Memorial Day holiday
June 1, Thursday	Last day to withdraw with W—undergraduate students
June 12, Monday	Last day to withdraw with W—graduate students
June 19, Monday	Last day of classes
June 20, Tuesday	Final examinations/Term ends
June 22, Thursday	On-campus housing closes 10 a.m.

Summer Session II, 2006

Registration and SEAWEB dates–Please refer to the Calendar of Events at www.uncw.edu/reg/

June 25, Sunday	On-campus housing opens 10 a.m.
June 26, Monday	Classes begin
June 28, Wednesday	Last day for registration/Last day to drop (without a grade) or add a class. Tuition/fee payment after this date will be subject to a late payment charge.
July 4, Tuesday	Independence Day holiday
July 11, Tuesday	Last day to withdraw with W—undergraduate students
July 18, Tuesday	Last day to withdraw with W—graduate students
July 26, Wednesday	Last day of classes
July 27, Thursday	Final examinations/Term ends
July 29, Saturday	On-campus housing closes 10 a.m.

CALENDAR OF EVENTS
2006-2007

Fall Semester, 2006

Registration and SEAWEB dates–Please refer to the Calendar of Events at www.uncw.edu/reg/

August 14, Monday	Academic year begins
August 18, Friday	Transfer student orientation and advising
August 19, Saturday	On-campus housing opens for new and transfer students only 10 a.m.
August 20-21 Sunday-Monday	Freshman orientation and advising
August 21, Monday	On-campus housing opens for returning students 10 a.m.
August 23, Wednesday	Classes begin
August 30, Wednesday	Last day for registration/Last day to drop (without a grade) or add a class. Tuition/fee payment after this date will be subject to a late payment charge.
September 4, Monday	Labor Day holiday
September 7, Thursday	Faculty meeting
October 7, Saturday	Fall vacation begins
October 11, Wednesday	Last day to withdraw with W—undergraduate students
October 11, Wednesday	Fall vacation ends/Classes resume 8 a.m.
November 14, Tuesday	Last day to withdraw with W—graduate students
November 15, Wednesday	Graduation application deadline—Spring 2007—undergraduate and graduate students
November 21, Tuesday	Thanksgiving vacation begins 10:30 p.m.
November 27, Monday	Thanksgiving vacation ends/Classes resume 8 a.m.
December 6, Wednesday	Last day of classes
December 7, Thursday	Reading Day
December 8-9, Friday-Saturday	Final Examinations
December 11-14, Monday-Thursday	Final Examinations
December 14, Thursday	Fall semester ends
December 15, Friday	On-campus housing closes 10 a.m.
December 16, Saturday	Commencement

Spring Semester, 2007

Registration and SEAWEB dates–Please refer to the Calendar of Events at www.uncw.edu/reg/

January 5, Friday	Spring semester begins
January 7, Sunday	On-campus housing opens 10 a.m.
January 8-9, Monday-Tuesday	Orientation and Advising
January 10, Wednesday	Classes begin
January 15, Monday	Martin Luther King holiday
January 17, Wednesday	Last day for registration/Last day to drop (without a grade) or add a class. Tuition/fee payment after this date will be subject to a late payment charge.
February 27, Tuesday	Last day to withdraw with W—undergraduate students
March 3, Saturday	Spring vacation begins/On-campus housing closes 10 a.m.
March 11, Sunday	On-campus housing opens 10 a.m.
March 12, Monday	Spring vacation ends/Classes resume 8 a.m.
April 3, Tuesday	Last day to withdraw with W—graduate student

April 4, Wednesday	State holiday begins 10:30 p.m.
April 9, Monday	State holiday ends/Classes resume 8 a.m.
April 16, Monday	Graduation application deadline—Summer 2007 and Fall 2007—undergraduate and graduate students
April 19, Thursday	Faculty Meeting
April 30, Monday	Last day of classes
May 1, Tuesday	Reading Day
May 2-4, Wednesday-Friday	Final Examinations
May 7-9, Monday-Wednesday	Final Examinations
May 9, Wednesday	Spring semester ends
May 10, Thursday	On-campus housing closes 10 a.m.
May 12, Saturday	Commencement/Academic year ends

Summer Session I, 2007

Registration and SEAWEB dates–Please refer to the Calendar of Events at www.uncw.edu/reg/

May 16, Wednesday	On-campus housing opens 10 a.m./Transfer Orientation
May 17, Thursday	Classes begin
May 22, Tuesday	Last day for registration/Last day to drop (without a grade) or add a class. Tuition/fee payment after this date will be subject to a late payment charge.
May 28, Monday	Memorial Day holiday
May 31, Thursday	Last day to withdraw with W—undergraduate students
June 11, Monday	Last day to withdraw with W—graduate students
June 18, Monday	Last day of classes
June 19, Tuesday	Final examinations/Term ends
June 20, Wednesday	On-campus housing closes 10 a.m.

Summer Session II, 2007

Registration and SEAWEB dates–Please refer to the Calendar of Events at www.uncw.edu/reg/

June 24, Sunday	On-campus housing opens 10 a.m.
June 25, Monday	Classes begin
June 27, Wednesday	Last day for registration/Last day to drop (without a grade) or add a class. Tuition/fee payment after this date will be subject to a late payment charge.
July 4, Wednesday	Independence Day holiday
July 10, Tuesday	Last day to withdraw with W—undergraduate students
July 17, Tuesday	Last day to withdraw with W—graduate students
July 25, Wednesday	Last day of classes
July 26, Thursday	Final examinations/Term ends
July 27, Friday	On-campus housing closes 10 a.m.

ADMINISTRATIVE OFFICERS OF THE UNIVERSITY OF NORTH CAROLINA WILMINGTON

Rosemary DePaolo, Ph.D. . . . . *Chancellor*
Max Allen, M.A. . . . . *Special Assistant to the Chancellor*
Mark W. Lanier, M.A . . . . . *Assistant to the Chancellor and Assistant Secretary, Board of Trustees*
Michael J. Capaccio, M.Ed. . . . . *Interim Assistant to the Chancellor and Director of Athletics*
Mimi Cunningham, M.A. . . . . *Assistant to the Chancellor for University Relations*
William A. Fleming, M.P.A. . . . . *Assistant to the Chancellor for EPA Personnel Administration and Director of Human Resources*
Nikki S. Howard, M.Ed., C.P.A. . . . . *Assistant to the Chancellor for Compliance and Director of Internal Audit*
Eileen Goldgeier, J.D. . . . . *General Counsel*

ACADEMIC AFFAIRS

Paul E. Hosier, Ph.D. . . . . *Provost and Vice Chancellor for Academic Affairs*
Raymond L. Burt, Ph.D. . . . . *Associate Vice Chancellor for Academic Affairs*
Denis G. Carter, Ph.D. . . . . *Associate Vice Chancellor for Academic Outreach*
Rebecca I. Porterfield, Ph.D. . . . . *Associate Vice Chancellor for Academic Affairs*
D. Kim Sawrey, Ph.D. . . . . *Interim Assistant Provost for International Programs*
Gay P. Howe, M.B.A. . . . . *Assistant Vice Chancellor for Academic Affairs*
Cecil L. Willis, Ph.D. . . . . *Assistant Vice Chancellor for Academic Affairs*
Roxie M. Shabazz, M.S.S. . . . . *Assistant Vice Chancellor for Admissions*
P. Carol Ellis, Ph.D. . . . . *Assistant to the Provost*
Joe E. Hickman, Ph.D. . . . . *Faculty Assistant to the Provost*
Kenneth W. Spackman, Ph.D. . . . . *Director of University Planning*
David P. Cordle, Ph.D. . . . . *Dean, College of Arts and Sciences*
Lawrence S. Clark, J.D., L.L.M. . . . . *Dean, Cameron School of Business*
Cathy L. Barlow, Ed.D. . . . . *Dean, Watson School of Education*
Virginia W. Adams, Ph.D. . . . . *Dean, School of Nursing*
Robert D. Roer, Ph.D. . . . . *Dean, Graduate School*
Sherman L. Hayes, M.L.S. . . . . *University Librarian*
Ronald E. Whittaker, M.A. . . . . *Registrar*
Daniel G. Baden, Ph.D. . . . . *Director of Center for Marine Science*
Beth A. Barton, Ph.D. . . . . *Director of Onslow County Programs*
Norman L. Bemelmans, B.M. . . . . *Director of Kenan Auditorium*
Kathleen C. Berkeley, Ph.D. . . . . *Director of Center for Faculty Leadership and Interim Director of the Women's Resource Center*
Katherine E. Bruce, Ph.D. . . . . *Director of Honors Program*
Deborah Brunson, Ph.D. . . . . *Interim Director of Campus Diversity*
Caroline M. Clements, Ph.D. . . . . *Director of Center for Teaching Excellence*
Kemille S. Moore, Ph.D. . . . . *Director of General College*
Pamela B. Whitlock, M.B.A . . . . . *Director of Sponsored Programs*

BUSINESS AFFAIRS

Ronald J. Core, Ed.D. . . . . *Vice Chancellor for Business Affairs*
Kay M. Ward, B.S. . . . . *Senior Associate Vice Chancellor for Finance*
Sharon H. Boyd, B.S. . . . . *Associate Vice Chancellor for Business Services*
Jan Lion Riemersma, B.S. . . . . *Comptroller*
Jane M. Bailey, M.B.A. . . . . *Director of Facilities, Administration*
Emily J. Bliss, M.A. . . . . *Director of Financial Aid and Veterans Services*
Peggy Dallmer, B.S. . . . . *Director of Accounting*
David M. Donaldson, B.S. . . . . *Director of University Police*
L. Stanley Edwards, B.S. . . . . *Director of Business Applications*
Richard A. Fauson, M.B.A. . . . . *Director of Auxiliary Services*
Mary E. Forsythe, B.S., C.P.M. . . . . *Director of Purchasing Services*
Thomas A. Freshwater, B.S. . . . . *Director of Physical Plant*
Billy J. Graves . . . . . *Special Assistant to Associate Vice Chancellor for Facilities*
Dana R. Harris, B.S. . . . . *Director of Student Account Services*
Stan H. Harts, M.S. . . . . *Director of Environmental Health and Safety*
Suzanne M. Helms, B.S. . . . . *Director of Campus Services*
Vincent F. Manella, B.S., P.E. . . . . *Director of Construction Services*
Mark D. Morgan, B.S. . . . . *Director of Project Management*
Robert S. Russell, M.S. . . . . *Director of Budgets and Financial Reporting*
Carol B. Strickland, B.S. . . . . *Director of Financial Systems*
Cheryl D. Sutton, M.B.A. . . . . *Special Assistant to Associate Vice Chancellor for Facilities/Hub Coordinator*
Steve J. Weitnauer, B.S., P.E. . . . . *Director of Facilities Planning and Design*

INFORMATION TECHNOLOGY SYSTEMS

Robert E. Tyndall, Ed.D. . . . . *Vice Chancellor for Information Technology Systems and Associate Provost*
Bobby E. Miller, B.S. . . . . *Assistant Vice Chancellor*
Elizabeth M. Hosier, M.B.A. . . . . *Director of Application Services*
Steven S. Perry, B.S. . . . . *Director of Computing Services*
Jeffrey L. Stanfield, M.B.A. . . . . *Director of Audiovisual Media Services*
Beverly S. Vagnerini, M.S. . . . . *Director of Client Services*
William W. Vereen, A.A.S. . . . . *Director of Telecommunications Services*
Michel W. Fougeres, B.A. . . . . *Webmaster*
Ray E. Humphries . . . . . *Manager of Computer Operations*
C. Jeff Hunnicutt . . . . . *Computer Networking Manager*
Kim H. Kelly . . . . . *Program Development Manager*
Gia Todd Long, B.A. . . . . *Telecommunications Services Manager*
Michael McQuery, A.S. . . . . *Systems Maintenance and Installation Manager*
Dana C. Little, M.A. . . . . *Instructional Technology Consultant Training*
Dana W. Ward, B.A. . . . . *Instructional Technology Consultant Training*
Chet M. Harvey, B.A. . . . . *Microcomputer Support Manager*
Tamara S. Mansur, B.S. . . . . *Technology Assistance Center Manager*

PUBLIC SERVICE AND CONTINUING STUDIES

Stephen Demski, M.E., M.B.A. . . . *Vice Chancellor for Public Service and Continuing Studies*
Karel H. Dutton, M.A.L.S. . . . . *Director of Continuing Studies*
Nancy D. Maready, M.A.Ed. . . . . *Director of Administrative Services*
Dustin H. Miller, B.S. . . . . *Director of UNCW-TV*
Elaine R. Penn, B.A., M.S.A. . . . . *Director of Youth Programs*

STUDENT AFFAIRS

Patricia L. Leonard, M.A.. . . . . *Vice Chancellor for Student Affairs*
Terrence M. Curran, Ed.D. . . . . *Associate Vice Chancellor and Dean of Students*
F. James Dragna, Ph.D. . . . . *Associate Vice Chancellor/Student Development Services*
Heather S. Smith, M.B.A. . . . . *Assistant Vice Chancellor*
Donna C. Crowe, Ph.D. . . . . *Director of Center for Leadership Education and Service*
Andrea J. Dorow, M.S. . . . . *Director of Transition Programs*
Carolyn E. Farley, M.S. . . . . *Director of University Union*
Peter K. Meyer, M.D. . . . . *Medical Director of Student Health Center*
Timothy R. McNeilly, M.A. . . . . *Interim Director of Campus Recreation*
Thom D. Rakes, M.Ed. . . . . *Director of Career Services/Assistant to Vice Chancellor for Student Affairs for Technology and Assessment*
B. Lynne Reeder, Ph.D. . . . . *Director of Counseling Center*
Bradley W. Reid, M.S. . . . . *Director of Housing and Residence Life*
Caesar C. Ross, M.P.A. . . . . *Director of Student Health Center*
Margaret N. Turner, Ed.D. . . . . *Director of Student Achievement Services*

UNIVERSITY ADVANCEMENT

Mary M. Gornto, B.A. . . . . *Vice Chancellor for University Advancement*
Marla D. Rice-Evans, M.A. . . . . *Associate Vice Chancellor for Development*
Christopher L. Clapp, B.A. . . . . *Director of Development, Planned Giving*
Valeria M. Clemmons, J.D. . . . . *Director of Prospect Management and Research*
Suzanne W. Daughtridge, B.A. . . . . *Director of Advancement Services*
Stephanie F. David, B.A. . . . . *Director of Development, Special Projects/ Constituent Liaison*
J. Scott Joyner, M.S. . . . . *Director of Development, Major Gifts*
Hilda M. Maness. . . . . *Director of Development, Corporate and Foundation Relations*
Cynthia J. Salisbury. . . . . *Director of Annual Giving*
Claire Z. Stanley, B.A. . . . . *Director of External and Donor Relations*
Edwin T. Stuart, B.A. . . . . *Director of Development, Major Gifts*

THE UNIVERSITY OF NORTH CAROLINA

Office of the President

Molly Corbett Broad. . . . . *President*
Gretchen M. Bataille. . . . . *Senior Vice President for Academic Affairs*
Jeffrey R. Davies . . . . . *Vice President for Finance and Chief Financial Officer*
Russ Lea . . . . . *Vice President for Research and Sponsored Programs*
Alan R. Mabe . . . . . *Vice President for Academic Planning*
Wayne McDevitt . . . . . *Senior Vice President for University Affairs*
Robyn R. Render. . . . . *Vice President for Information Resources and Chief Information Officer*
Richard L. Thompson. . . . . *Vice President for University-School Programs*
Leslie J. Winner . . . . . *Vice President and General Counsel*
L. Bart Corgnati, Jr. . . . . *Secretary of the University*

BOARD OF GOVERNORS
THE UNIVERSITY OF NORTH CAROLINA

J. Bradley Wilson, *Chair*
J. Craig Souza, *Vice Chair*
Patsy B. Perry, *Secretary*

Class of 2005

Bradley T. Adcock
G. Irvin Aldridge
James G. Babb
Anne W. Cates
John F.A.V. Cecil
Bert Collins
Ray S. Farris
Dudley E. Flood
Hannah D. Gage
Willie J. Gilchrist
H. Frank Grainger
Charles H. Mercer, Jr.
Jim W. Phillips, Jr.
J. Craig Souza
Robert F. Warwick
J. Bradley Wilson

Class of 2007

Brent D. Barringer
J. Addison Bell
R. Steve Bowden
F. Edward Broadwell, Jr.
William L. Burns, Jr.
John W. Davis III
Peter D. Hans
Peter Keber
Adelaide Daniels Key
Leroy Lail
Charles S. Norwood
Cary C. Owens
Patsy B. Perry
Gladys Ashe Robinson
Estelle "Bunny" Sanders
Priscilla P. Taylor

Members Emeriti

C. Clifford Cameron
James E. Holshouser, Jr.
Benjamin S. Ruffin

Ex-Officio

Amanda M. Devore

HISTORY OF THE UNIVERSITY OF NORTH CAROLINA

In North Carolina, all the public educational institutions that grant baccalaureate degrees are part of the University of North Carolina. The University of North Carolina Wilmington is one of the 16 constituent institutions of the multi-campus state university. The University of North Carolina, chartered by the N.C. General Assembly in 1789, was the first public university in the United States to open its doors and the only one to graduate students in the eighteenth century. The first class was admitted in Chapel Hill in 1795. For the next 136 years, the only campus of the University of North Carolina was at Chapel Hill.

In 1877 the N.C. General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically black institutions, and another was founded to educate American Indians. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

In 1931 the N.C. General Assembly redefined the University of North Carolina to include three state-supported institutions: the campus at Chapel Hill (now the University of North Carolina at Chapel Hill), North Carolina State College (now North Carolina State University at Raleigh), and Woman's College (now the University of North Carolina at Greensboro). The new multi-campus university operated with one board of trustees and one president. By 1969 three additional campuses had joined the university through legislative action: the University of North Carolina at Charlotte, the University of North Carolina at Asheville, and the University of North Carolina at Wilmington.

In 1971 the General Assembly passed legislation bringing into the University of North Carolina the state's ten remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, the North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. This action created the current 16-campus university. (In 1985 the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the university; and in 1996 Pembroke State University was renamed the University of North Carolina at Pembroke through legislative action.)

The UNC Board of Governors is the policy-making body legally charged with "the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." It elects the president, who administers the university. The 32 voting members of the Board of Governors are elected by the General Assembly for four-year terms. Former board chairmen and board members who are former governors of North Carolina may continue to serve for limited periods as non-voting members emeriti. The president of the UNC Association of Student Governments, or that student's designee, is also a non-voting member.

Each of the 16 constituent institutions is headed by a chancellor, who is chosen by the Board of Governors on the president's nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves ex-officio. (The NC School of the Arts has two additional ex-officio members.) Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

UNIVERSITY OF NORTH CAROLINA WILMINGTON

Mission Statement

The University of North Carolina Wilmington is a public comprehensive university dedicated to excellence in teaching, scholarship and artistic achievement, and service. Through the College of Arts and Sciences, the professional schools, and the graduate school, the university seeks to stimulate intellectual curiosity, imagination, rational thinking, and thoughtful expression in a broad range of disciplines and professional fields. Of prime importance is the university's commitment to undergraduate teaching. The humanities, the arts, the natural and mathematical sciences, and the behavioral and social sciences comprise the core of the undergraduate curriculum. Graduate programs at the master's level and a doctoral program in marine biology complement the undergraduate curriculum. The university considers scholarly practice, research, and creative activities essential for effective learning.

UNCW encourages public access to its educational programs and is committed to diversity, international perspectives, community and regional service, and the integration of technology throughout the university. It strives to create a safe and secure environment in which students, faculty, and staff can develop interests, skills, and talents to the fullest extent. UNCW seeks to make optimum use of available resources and to celebrate, study, and protect the rich heritage, the quality of life, and the environment of the coastal region in which it is located.

Strategic Vision

The faculty, staff, administration and students of UNCW are committed to achieving excellence and to placing UNCW in a position of preeminence among midsized, public universities in the South. UNCW will maintain an intimate learning environment for undergraduates, integrating teaching and mentoring with research and service. UNCW will promote and engage in high-quality scholarship and in master's-focused graduate education, as well as in selected doctoral programs. UNCW will provide a secure and attractive campus, encourage intellectual and cultural diversity, foster regional engagement, and value individual growth and development. In these ways, UNCW will prepare its graduates for a lifetime of learning, achievement and service for the betterment of self and community.

University Goals

These seven goals form the foundation of UNCW's strategic plan, which serves to guide the university in fulfillment of its mission.

- Create the most powerful learning experience possible for our students.
- Recruit, retain and develop quality faculty, administration and staff in appropriate numbers.
- Embrace and enhance diversity throughout the university's constituencies, culture, curriculum and outreach activities.
- Create an educational environment that prepares our students to be global citizens.
- Strengthen the university's regional engagement and outreach activities.
- Enhance the quality of UNCW's environment and provide a campus that is attractive, functional and, above all, safe.
- Ensure adequate resources to achieve university goals by increasing public financial support and private giving.

UNIVERSITY OF NORTH CAROLINA WILMINGTON

BOARD OF TRUSTEES

Alfred P. Carlton, Jr., *Chair*
Krista S. Tillman, *Vice Chair*
Charles D. Evans, *Secretary*

Class of 2005

Alfred P. Carlton, Jr.
Larry J. Dagenhart
Charles D. Evans
Lee B. Garrett
Katherine B. Moore
R. Allen Rippy, Sr.

Class of 2007

M. Terry Coffey
Jeff D. Etheridge, Jr.
John A. McNeill, Jr.
Krista S. Tillman
Dennis T. Worley

Zachary A. Wynne, ex-officio

UNIVERSITY OF NORTH CAROLINA WILMINGTON

HISTORY AND BACKGROUND

Education on the college level first came to Wilmington in 1946 when a college center was established under the direction of the North Carolina College Conference and under the administration of the Directorate of Extension of the University of North Carolina at Chapel Hill. The center offered courses on the freshman level to some 250 students during the academic year 1946-47. In 1947 a tax levy was approved by the citizens of New Hanover County, and Wilmington College was brought into existence as a county institution under the control of the New Hanover County Board of Education. In 1948 Wilmington College was officially accredited by the North Carolina College Conference and became a member of the American Association of Junior Colleges. In 1952 the institution was accredited as a junior college by the Southern Association of Colleges and Schools.

In 1958 New Hanover County voted to place the college under the Community College Act of the state of North Carolina. By virtue of this vote, the college became a part of the state system of higher education, and control passed from the New Hanover County Board of Education to a board of 12 trustees, eight of whom were appointed locally and four of whom were appointed by the governor of the state. At the same time the requirements for admission and graduation and the general academic standards of the college came under the supervision of the North Carolina Board of Higher Education, and the college began to receive an appropriation from the state for operating expenses in addition to the local tax.

On July 1, 1963, by an act of the General Assembly of North Carolina, Wilmington College became a senior college with a four-year curriculum, authorized to offer the bachelor's degree.

By vote of the Board of Trustees of the University of North Carolina in late 1968, with subsequent approval by the North Carolina Board of Higher Education, and by an act of the General Assembly of North Carolina in 1969, Wilmington College became, on July 1, 1969, the University of North Carolina at Wilmington. It, and the institution in Asheville previously designated as Asheville-Biltmore College, became the fifth and sixth campuses of the University of North Carolina.

On October 30, 1971 the General Assembly in special session merged, without changing their names, the remaining ten state-supported senior institutions into the university. Thus, the University of North Carolina now comprises 16 institutions.

On August 22, 1977 the Board of Governors of the University of North Carolina authorized the University of North Carolina at Wilmington to offer its first graduate programs at the master's level.

In the spring of 1985 the Board of Governors of the University of North Carolina elevated the University of North Carolina at Wilmington to a Comprehensive Level I University.

The programs offered by the university include four-year programs leading to the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science and Bachelor of Social Work degrees within the College of Arts and Sciences, the Cameron School of Business, the Watson School of Education, and the School of Nursing; graduate programs leading to the Master of Arts, the Master of Arts in Teaching, the Master of Business Administration, the Master of Education, the Master of Fine Arts in creative writing, the Master of Public Administration, the Master of School Administration, the Master of Science, the Master of Science in Accountancy and the Master of Science in Nursing degrees, Master of Social Work; a Ph.D. in marine biology; several undergraduate and post baccalaureate certificate programs, a variety of pre-professional programs, and special programs in a variety of areas, including marine science research, and continuing education.

ACADEMIC STANDING

The University of North Carolina Wilmington is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award degrees at the bachelor's, master's and doctoral levels. The Watson School of Education is accredited by the National Council for Accreditation of Teacher Education. The School of Nursing is accredited by the National League for Nursing Accrediting Commission. The Cameron School of Business is accredited by the American Assembly of Collegiate Schools of Business. The university also holds membership in the North Carolina Association of Colleges and Universities, the American Assembly of Collegiate Schools of Business, the American Council on Education, the American Placement Council, the Consortium for Oceanographic Research and Education, the Council for Advancement and Support of Education, the Council of Graduate Schools, and the National Association of State Universities and Land-Grant Colleges. It is on the list of schools approved by the American Chemical Society and is an accredited institutional member of the National Association of Schools of Music. The Parks and Recreation Management curriculum is accredited by the National Recreation and Park Association/American Association for Leisure and Recreation. The Athletic Training Education Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The Bachelor of Social Work Program is accredited by the Council on Social Work Education.

Those wishing to review accreditation and certification documents should contact the Provost's Office.

THE FACULTY

The university seeks to attract and maintain a faculty of outstanding individuals who are capable of contributing to the enrichment of its diverse and comprehensive instructional and research programs. Its faculty members come from all geographic sections of the United States and several foreign countries, bringing to this campus a rich variety of educational experiences, training and scholarship. Of the more than 464 instructional and research faculty, more than 83.8 percent hold doctoral degrees.

BOARD OF GOVERNORS' AWARDS FOR EXCELLENCE IN TEACHING

As part of its ongoing efforts to underscore the importance of teaching and to encourage, identify, recognize, reward, and support good teaching within the university, the Board of Governors in 1993 created the annual systemwide teaching awards which are designated Board of Governors' Awards for Excellence in Teaching. Sixteen awards are given annually, with one recipient selected from each of the constituent institutions. The first awards were given in the 1994-95 academic year.

BOARD OF TRUSTEES' TEACHING EXCELLENCE AWARD

The Board of Trustees of the University of North Carolina Wilmington, in recognition of this institution's commitment to teaching excellence, has established the Board of Trustees' Teaching Excellence Award. Recipients of the award manifest excellence as a way of life and stand

out among the faculty as persons who have made and continue to make a significant contribution to higher education through their dedication and service to students. The award carries with it both an honor and a responsibility: it identifies a member of the faculty as a person of excellence, and it calls upon the person so honored to share that excellence with colleagues and students.

CHANCELLOR'S TEACHING EXCELLENCE AWARD

The Chancellor's Teaching Excellence Award recognizes all aspects of excellence in teaching and in teaching-related activities that foster students' desire for lifetime learning and success. Up to six awards are given annually, three for the College of Arts and Sciences, one for the Cameron School of Business, one for the Watson School of Education and one for the School of Nursing.

J. MARSHALL CREWS DISTINGUISHED FACULTY AWARD

The UNCW Alumni Association began annually awarding the J. Marshall Crews Award to an outstanding faculty member in the academic year 2002. The award is in honor of Dr. J. Marshall Crews for his leadership at Wilmington College and UNCW. The recipient receives a $500 stipend and a bronze medallion from the association in recognition of their stellar academic accomplishments.

DISTINGUISHED TEACHING PROFESSORSHIP

The Distinguished Teaching Professorship Awards exemplify UNCW's commitment to excellence in teaching and in teaching-related activities by recognizing faculty members who have made a profound contribution to higher education through their dedication and service to students. Three awards are given each year, and each recipient holds the award for three years.

GRADUATE MENTOR AWARD

The Graduate Mentor Award recognizes members of UNCW's graduate faculty who have excelled at teaching at the graduate level and who have an established record of mentoring graduate students. The latter includes not only guiding the research activity of students during their tenure at UNCW, but also helping students become established as independent scholars and professionals.

THE UNCW AWARD FOR FACULTY SCHOLARSHIP

The UNCW Award for Faculty Scholarship is designed to underscore this institution's continuing commitment to scholarship and creative work. Recipients of the award stand out among the faculty as persons who have made, and continue to make, a significant contribution to the university and the academic community through their commitment to scholarship, research and creativity. Up to three awards are given annually.

THE COMMUNITY OF SCHOLARS AT UNCW

The Community of Scholars at UNCW is a network of collaborative resources aimed at enhancing the pursuit of the life of the mind. Its mission is to:

- support academic innovation and educational initiatives within the university community,
- provide resources for faculty development in teaching, research, and service,
- support the participation of the wider university community in the intellectual endeavor,
- represent in action and form the basic values of the life of the mind, and
- facilitate communication among all university departments, offices, and divisions.

All resource units promoting this mission are welcome to participate in the Community of Scholars at UNCW. Collaboration of these resources is enhanced by the formation of a Community of Scholars Council. The council brings together on a regular basis the directors of the resource units with representatives from Academic Affairs, Student Affairs, Randall Library, Information Technology Systems, Public Service and Continuing Studies, Faculty Senate, General College, Honors Scholars Program and Student Government. Its charge is to review the

activities of the resource units and to consider strategies for enhancing the intellectual growth of our community.

Current Community of Scholars Resource Units:

The Center for Faculty Leadership

(http://www.uncw.edu/cfl)

The Center for Faculty Leadership (CFL) is dedicated to developing and sustaining a high quality of academic leadership that is central to the mission and goals outlined in the university's strategic plan. The center serves as a resource for individuals with aspirations for academic leadership, as a training center for newly appointed department chairs, division coordinators, and program directors, and as a retooling center for current, mid-level academic leaders interested in improving the quality of their academic programs and/or advancing their professional careers in university administration. Information and assistance emphasize exploration, experimentation, and networking with programs presented in a variety of venues: informal discussions, formal workshops, guest speakers, conferences, networking and alliance building, mentoring and shadowing. The center's mission encourages collaborative initiatives by the faculty. Thus the center also serves as resource and support for faculty-generated initiatives that require institutional support beyond the departmental or program level.

The Center for the Support of Undergraduate Research & Fellowships

(http://www.uncw.edu/csurf)

The Center for the Support of Undergraduate Research and Fellowships (CSURF) is a resource to coordinate opportunities and information related to UNCW undergraduate research and scholarship. In addition, CSURF coordinates the application and nomination process for national competitive scholarships and fellowships for undergraduates. The center is housed in the Honors Scholars Program Office and is coordinated by members of the UNCW Senate Research Committee, the Honors Faculty Advisory Council, and the CSURF Advisory Board.

The Center for Teaching Excellence

(http://cte.uncw.edu)

The Center for Teaching Excellence (CTE) provides workshops on a variety of teaching issues, encourages innovations in teaching through awarding stipends for course development, and supports continued education in the scholarship of teaching by subsidizing travel to teaching conferences. Its mission is to foster a campus-wide climate where teaching is highly valued, as well as provide leadership in the application of scholarship to teaching. CTE encourages efforts to achieve excellence in teaching by running programs for course development and improvement, implementing new instructional technologies, and providing support services. CTE will also conduct orientations for new faculty and work to integrate them into the university community.

The Office of E-Learning

The Office of E-Learning strives to develop a faculty-friendly support environment where individualized support and assistance are offered in a variety of formats. It takes a curriculum development approach to online and technology enhanced courses with continued allocation of resources to support the development of high-end multimedia instructional materials. Working collaboratively with the Instructional Technology Services Division and the Center for Teaching Excellence, the office sponsors workshops and initiatives which focus on helping faculty design high-quality online courses and on increasing faculty expertise in employing cutting edge teaching technology.

Service-Learning Faculty Scholars Program

The Service-Learning Faculty Scholars Program is designed to train and support faculty to engage in service-learning and community engagement. Faculty Scholars will be selected to participate in a series of training sessions over a semester to develop a specific course or to modify a specific course that they will then conduct during the following or a subsequent semester. Faculty Scholars will be mentored throughout the process and will be guided through the process of developing potential research and scholarly activities from the service-learning work they have developed and completed. In addition, faculty workshops and mentoring are available for any faculty desiring assistance in developing service-learning as part of their course.

Women's Resource Center

(http://www.uncw.edu/wrc)

The Women's Resource Center (WRC) fosters a supportive climate that creates opportunities for education, leadership development, community service, and personal growth for all, regardless of background, beliefs, or gender. The center increases awareness and understanding of women's concerns, needs, and challenges, including an emphasis on how these issues can affect both women and men, by serving as the administrative home for the women's studies minor, coordinating campus programming related to women, creating a safe and equitable environment for all members of the campus community, and facilitating outreach and cooperative endeavors with community agencies that work on behalf of women.

EQUAL OPPORTUNITY, DIVERSITY, AND UNLAWFUL HARASSMENT

REAFFIRMATION OF COMMITMENT TO EQUAL OPPORTUNITY

The University of North Carolina Wilmington is committed to and will provide equality of educational and employment opportunity for all persons regardless of race, sex (such as gender, marital status, and pregnancy), age, color, national origin (including ethnicity), creed, religion, disability, sexual orientation, political affiliation, veteran status or relationship to other university constituents—except where sex, age, or ability represent bona fide educational or occupational qualifications or where marital status is a statutorily established eligibility criterion for state-funded employee benefit programs.

This affirmation is published in accordance with 41 CFR Part 60 and is implemented in accordance with Title VII and Title IX of the Civil Rights Act of 1964, as amended; Executive Order 11246; the Rehabilitation Act of 1973; the Vietnam Era Veterans' Readjustment Assistance Act of 1974; the Civil Rights Restoration Act of 1988; and NC General Statutes Chapters 116 & 126.

To ensure that equal educational and employment opportunity exists throughout the university, a results-oriented equal opportunity/affirmative action program has been implemented to overcome the effects of past discrimination and to eliminate any artificial barriers to educational or employment opportunities for all qualified individuals that may exist in any of our programs. The University of North Carolina Wilmington is committed to this program and is aware that with its implementation, positive benefits will be received from the greater utilization and development of previously under-utilized human resources.

STATEMENT ON DIVERSITY IN THE UNIVERSITY COMMUNITY

As an institution of higher learning, the University of North Carolina Wilmington represents a rich diversity of human beings among its faculty, staff, and students and is committed to maintaining a campus environment that values that diversity. The university aims to achieve, within all areas of the university community, a diverse student body, faculty, and staff capable of providing for excellence in the education of its students and for the enrichment of the university community. The university defines diversity in the following ways: 1) The representation of populations shaped by historical circumstances and by cultural identities, or a combination of the two; 2) The representation of populations shaped by varying socio-economic circumstances.

UNLAWFUL HARASSMENT, DISCRIMINATION, AND RETALIATION

The University of North Carolina Wilmington affirms that students and employees are entitled to an educational and employment environment free from unlawful harassment or discrimination based on that individual's race, sex (such as gender, marital status, and pregnancy), age, color, national origin (including ethnicity), creed, religion, disability, sexual orientation, political affiliation, veteran status, or relationship to other university constituents, and expressly prohibits unlawful harassment or discrimination of any individual among the university community engaged in educational or employment pursuits. Further, no student or employee shall be subject to retaliation for bringing a good faith complaint pertaining to unlawful harassment or discrimination or for protesting such behavior directed against another member of the university community.

For more information concerning ways in which our multicultural learning community may be nurtured and protected or complaint resolution procedures, contact the chancellor's Human Relations Advisory Committee, the Office of Campus Diversity, the Office of the Dean of Students, the Office of Academic Affairs, or the Office of Human Resources.

SEXUAL HARASSMENT POLICY

The University of North Carolina Wilmington is committed to ensuring that all students, faculty, and staff are treated with dignity and respect. Sexual harassment is highly detrimental

to the environment of mutual respect that must prevail if the university is to fulfill its goals. Sexual harassment violates university policy and is illegal under state and federal law. All members of the university community have an obligation to learn what behaviors constitute sexual harassment, be responsible for their own behavior, and cooperate in creating a climate where sexual harassment is not tolerated.

Sexual harassment is defined as: "Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when such conduct

(i) constitutes an expressed or implied condition to another person's academic pursuits, university employment, or participation in activities sponsored by the university or organizations or groups related to the university; or

(ii) is engaged in for the purpose of interfering with such pursuits, employment, or participation; or

(iii) creates a hostile, intimidating, or offensive environment for such pursuits, employment, or participation."

Sexual advances or requests for sexual favors which are presented as a *condition* of another person's academic pursuits, university employment, or participation in university activities are always a violation of university policy — whether repeated or not. Behaviors which are not presented as a condition of another person's employment, education, or participation in university activities but which create a *hostile, intimidating, or offensive environment* generally must be repetitive and clearly unwelcome to constitute a violation of university policy.

Unwanted sexual attention can take many forms, including, *but not limited to:*

VERBAL: unwanted and repeated sexual remarks; offensive jokes about sexual or gender traits; sexual proposition; sexual insults, threats or bribes; sexual innuendoes or comments about a person's body, clothing, or activities; offensive written notes, phone calls, or e-mail.

NON-VERBAL: leering, whistling, suggestive or insulting gestures.

PHYSICAL: unwanted touching of a sexual nature (e.g., brushing, patting, pinching, fondling); coerced sexual activity.

Any of these could be considered sexual harassment, and, depending on the situation, fit into the following categories:

- Gender Harassment: statements or behaviors that insult or degrade another person on the basis of his or her gender or sexual orientation; repetitive, unwelcome physical or verbal sexual advances;
- Sexual Bribery: solicitation of sexual activity by promise of reward;
- Sexual Coercion: coercion of sexual activity by threat of punishment;
- Sexual Imposition: forced, unwanted sexual activity.

In sum, sexual harassment usually takes the form of explicit conditions pertaining to an individual's work or study (whether repeated or not) or unwanted and repeated behaviors of the type described above. Compliments, a one-time thoughtless joke, or inadvertent physical contact do not constitute sexual harassment. Individuals unclear as to whether a specific behavior is sexual harassment are encouraged to talk with the university EEO/AA officer, the dean of students, or one of the EEO/AA contact persons listed in the university telephone directory.

Sexual harassment is a serious matter. The university suggests several mechanisms, both informal and formal, for persons to make complaints, which may include bringing the matter to the attention of university officials. [See Administrative Review Procedure for University Members Alleging Personal Discrimination.] However, accusations of sexual harassment have serious consequences for the accused as well as the accuser; therefore, action will be taken against anyone bringing forth frivolous or false charges.

IMPROPER PERSONAL RELATIONSHIPS

Policy of the Board of Governors of the University of North Carolina Concerning Improper Relationships Between Students and Employees.

The University of North Carolina does not condone amorous relationships between students and employees. Members of the university community should avoid such liaisons, which can harm affected students and damage the integrity of the academic enterprise. Further, sexual relationships between unmarried persons can result in criminal liability. In two types of situations, university prohibition and punishment of amorous relationships is deemed necessary: (1) When the employee is responsible for evaluating or supervising the affected student. (2) When the student is a minor, as defined by North Carolina law. The following policies shall apply to all employees and students of the sixteen constituent institutions.

A. Prohibited Conduct

1. It is misconduct, subject to disciplinary action, for a university employee, incident to any instructional, research, administrative, or other university employment responsibility or authority, to evaluate or supervise any enrolled student of the institution with whom he or she has an amorous relationship or to whom he or she is related by blood, law or marriage.
2. It is misconduct, subject to disciplinary action, for a university employee to engage in sexual activity with any enrolled student of the institution, other than his or her spouse, who is a minor below the age of 18 years.

B. Definition of Terms

1. "Amorous relationship." An amorous relationship exists when, without the benefit of marriage, two persons as consenting partners (a) have a sexual union or (b) engage in a romantic partnering or courtship that may or may not have been consummated sexually.
2. "Related by blood, law, or marriage" means:
   a. Parent and child
   b. Brother and sister
   c. Grandparent and grandchild
   d. Aunt and/or uncle and niece and/or nephew
   e. First cousins
   f. Step-parent and step-child
   g. Husband and wife
   h. Parents-in-law and children-in-law
   I. Brothers-in-law and sisters-in-law
   j. Guardian and ward
3. "Evaluate or supervise" means:
   a. To assess, determine or influence (1) one's academic performance, progress or potential or (2) one's entitlement to or eligibility for any institutionally conferred right, benefit or opportunity, or
   b. To oversee, manage or direct one's academic or other institutionally prescribed activities.

C. Corrective Action

Violations of the provisions of Section A shall be addressed in accordance with remedial measures prescribed by each constituent institution; if disciplinary action is brought against an affected employee, it shall be conducted in accordance with existing institutional policies and procedures prescribed for prosecuting misconduct charges against members of the class of employment of which the affected employee is a member.

Policy of the University of North Carolina Wilmington

The UNCW Policy on Improper Personal Relationships applies to relationships among employees as well as to relationships between faculty and students.

"Improper personal relationships" as defined in this policy focuses on potential conflicts of

interest, actual conflicts of interest, or the appearance of conflicts of interest related to supervision or evaluation of students or other university employees in the performance of duties. If the potential for such conflict arises, university employees involved in such relationships are required to disclose the possibility of any conflict of interest to their immediate supervisor (unless the immediate supervisor is the person involved in the conflict of interest, in which case the reporting line is to the next level of administrative authority) and to take immediate action to eliminate any potential source of conflict of interest. That is, university employees must recuse themselves of any official duty, which would create a conflict of interest or potential for conflict of interest. In such cases, university employees are encouraged to seek informal resolution of the matter with the help of the immediate supervisor (or appropriate administrative authority) by making alternate arrangements in which work tasks can be performed in the absence of any conflict of interest or potential conflict of interest.

If the matter cannot be resolved informally and if individuals knowingly continue in a supervisory or evaluative relationship in which such a conflict of interest exists, then those individuals shall be subject to disciplinary action up to and including dismissal from the university.

Anyone who believes that a violation of this policy has occurred is encouraged to refer the matter to the appropriate supervisory authority or to the university EEO/AA officer. In such cases, the appropriate administrator will implement a formal review process in accordance with university administrative review procedures for personal discrimination.

OPPORTUNITIES FOR INVOLVEMENT AND AVENUES OF REDRESS

For more information concerning ways in which our multicultural learning community may be nurtured and protected, contact the Chancellor's Human Relations Advisory Committee, the Office of Campus Diversity, the Office of the Dean of Students, or Human Resources.

For complaint processes and administrative review procedures pertaining to perceived violations of the university's policies pertaining to equal educational and employment opportunity, personal discrimination, sexual harassment, or improper personal relationships, see the *Code of Student Life* or the *Faculty Handbook* or contact the University EEO/AA Officer, UNCW Human Resources, 601 S. College Road, Wilmington, NC 28403-5960, Phone (910) 962-3160, Fax (910) 962-3840.

For questions concerning program access or compliance, contact the Compliance Officer, UNCW Chancellor's Office, 601 S. College Road, Wilmington, NC 28403-3297, Phone (910) 962-3000, Fax (910) 962-4050.

THE CAMPUS

The University of North Carolina Wilmington is located in the southeastern part of the state on a 661-acre tract on State Highway 132 (College Road) midway between the Cape Fear River and the Atlantic Ocean. The city of Wilmington is situated on the east bank of the Cape Fear River about 15 miles from Carolina Beach and 10 miles from Wrightsville Beach. The standard metropolitan area, of which Wilmington is a part, now has a population in excess of 118,000. Several main highways lead into the city, and commercial air service provides easy access to other metropolitan areas north, south, and west.

Ocean breezes and the nearness of the Gulf Stream give Wilmington a delightful year-round climate, and the area's proximity to the ocean provides unlimited recreational opportunities.

The spacious well-landscaped campus was first occupied by the university in 1961. The number of buildings has increased from three in 1961 to 92 today. There are several athletic fields and intramural fields.

BUILDINGS

The buildings on the campus are of modified Georgian architecture. All academic buildings, as well as the dining and residence halls, are completely air-conditioned.

Edwin A. Alderman Hall, which houses administrative offices, is named in honor of a native Wilmingtonian who served as president of the University of North Carolina, the University of Virginia and Tulane University.

Hoggard Hall, an academic building named in honor of Dr. John T. Hoggard, second president of Wilmington College, houses the Office of Information Technology Systems, Accounting, Sponsored Programs, Application Services, and University Relations.

Kenan Hall, named in honor of the late Mrs. Sarah Graham Kenan of Wilmington, is occupied by the Department of Art and Theatre and the Department of Music. It contains classrooms, faculty offices, art and music studios, the music library, computer lab, dramatic workshops and the S.R.O. Theatre. It also contains an auditorium with seating capacity of approximately 100.

Will S. DeLoach Hall houses the Department of Physics and Physical Oceanography and the Department of Earth Sciences. It is equipped with classrooms, faculty and staff offices, teaching auditoriums, and laboratories.

Friday Hall, named in honor of UNC President Emeritus William C. Friday and his wife Ida, houses part of the Department of Earth Sciences and part of the Department of Biology and Marine Biology, Science and Mathematics Education Center, Summer Ventures Program in Science and Math, and contains classrooms and laboratories.

Friday Annex provides interim space for buildings undergoing renovation and is currently home to the School of Nursing.

Arnold Kimsey King Hall will provide temporary space during 2005-2006 while Hoggard Hall and James Hall are undergoing renovation. Undergraduate Admissions is currently located in King Hall.

Cameron Hall houses the Cameron School of Business.

Isaac Bear Hall contains the College of Arts and Sciences, and the departments of Mathematics and Statistics, and Philosophy and Religion.

Morton Hall, named for Margaret Shannon Morton houses the departments of Creative Writing, English, and History. The building contains classrooms, seminar rooms, and the Bryan Auditorium which seats 200.

The Social and Behavioral Sciences Building houses the departments of Psychology, Sociology and Criminal Justice, and Anthropology Programs.

Dobo Hall, the largest academic building contains the departments of Biology and Marine Biology, and Chemistry and Biochemistry. The building contains classrooms and laboratories.

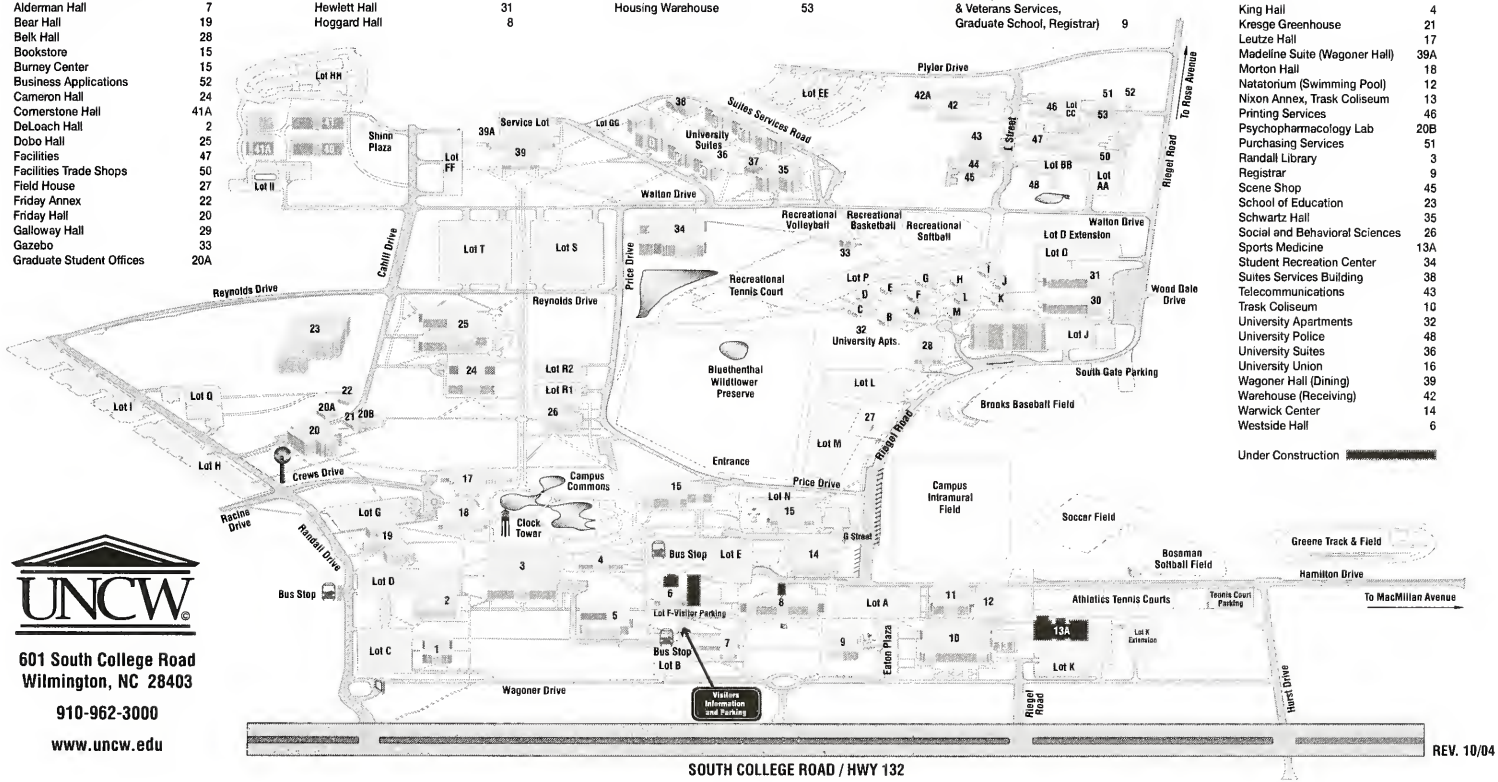
Leutze Hall consists of 53,000 square feet and houses the departments of Communication Studies, Foreign Languages and Literatures, Political Science, Film Studies, and Social Work.

The Education Building houses the Watson School of Education, the Educational Resource

MAIN CAMPUS LEGEND

Acedemic Support Center	44
Admissions (King Hall)	4
Alderman Hall	7
Bear Hall	19
Belk Hall	28
Bookstore	15
Burney Center	15
Business Applications	52
Cameron Hall	24
Cornerstone Hall	41A
DeLoach Hall	2
Dobo Hall	25
Facilities	47
Facilities Trade Shops	50
Field House	27
Friday Annex	22
Friday Hall	20
Galloway Hall	29
Gazebo	33
Graduate Student Offices	20A
Graham Hall	30
Hanover Hall	11
Hewlett Hall	31
Hoggard Hall	8
Honors House	41
Housing and Residence Life	37
Housing Warehouse	53
International House	40
James Hall (Cashier, Financial Aid & Veterans Services, Graduate School, Registrar)	9
Kenan Auditorium	1
Kenan Hall	5
King Hall	4
Kresge Greenhouse	21
Leutze Hall	17
Madeline Suite (Wagoner Hall)	39A
Morton Hall	18
Natatorium (Swimming Pool)	12
Nixon Annex, Trask Coliseum	13
Printing Services	46
Psychopharmacology Lab	20B
Purchasing Services	51
Randall Library	3
Registrar	9
Scene Shop	45
School of Education	23
Schwartz Hall	35
Social and Behavioral Sciences	26
Sports Medicine	13A
Student Recreation Center	34
Suites Services Building	38
Telecommunications	43
Trask Coliseum	10
University Apartments	32
University Police	48
University Suites	36
University Union	16
Wagoner Hall (Dining)	39
Warehouse (Receiving)	42
Warwick Center	14
Westside Hall	6

Under Construction



UNCW

601 South College Road
Wilmington, NC 28403
910-962-3000
www.uncw.edu

REV. 10/04

Center, NC Teaching Fellows, NC Principal Fellows, the Professional Development System serving a ten county region, the Curriculum Materials Center, the Education Lab, and other support and outreach.

The Sarah Graham Kenan Auditorium, a gift from the Sarah Graham Kenan Foundation, has a seating capacity of 1,000 persons. The auditorium is also equipped for use as a theatre and contains seminar rooms for the Department of Music.

Hanover Hall and Trask Coliseum, the physical education complex, provide modern facilities for the athletic activities of all students, including a large playing floor with rollaway bleachers, a second athletic activity floor, offices, locker rooms and showers, and special gymnastic equipment.

The Raiford G. Trask Health and Physical Education Building provides the campus with a 6,000-seat coliseum as well as an olympic size swimming pool and a separate diving tank.

The University Union is the "living room" of the university community. It houses a wide variety of services, student and administrative offices, while providing space for campus activities and meetings, Office of International Programs, and the Hawk's Nest dining facility. The new Student Center will be opened in 2005-2006 to house a wide variety of services, student and administrative offices, and a new bookstore. The University Union and the Burney Center will undergo renovation once the new center has been opened.

The Warwick Center provides supplementary space to the University Union operation. In the building are housed the post office, the copy center, the game room, a grilled sandwich shop, and a large multi-purpose room which can be divided into as many as three smaller spaces. Areas of the multi-purpose room are available to the university community and the community at large for meetings and conference proceedings, etc.

Hinton James Hall, named for a New Hanover County resident who was the first student to enroll at the University of North Carolina, houses Accounting, the Graduate School, Financial Aid Office, Registrar Services, Cashier, and Student Accounts. This building will undergo renovation during the 2005-2006 academic year.

The Burney Student Support Center, centrally located adjacent to the University Union, houses the University Bookstore and Institutional Research.

Wagoner Hall provides space for food service for students and faculty, and also houses a special purpose meeting and dining facility known as Madeline Suite. A new food service venue will be added the summer of 2005.

Westside Hall contains Student Health Services, the Student Development Center, and the General College.

The Belk Residence Hall accommodates 200 students.

The Hewlett Residence Hall, named in honor of Addison Hewlett, Jr., accommodates 200 students and is joined by a connector building to the Frederick B. Graham Hall which accommodates another 220 students.

The Edmond R. Galloway Residence Hall provides housing for 400 students.

The Schwartz Residence Hall accommodates 160 students.

The University Apartments and University Suites each accommodate 400 students.

The Honors House is a living-learning environment for students enrolled in UNCW's Honors Program. The Honors House features a dynamic student population with members committed to student leadership, scholarship, and service. The Honors House provides housing for 100 students.

The International House is a living-learning environment for students who desire to experience world cultures in on-campus living. The International House consists of 96 spaces. The goal of the program is to have a 50/50 breakdown of international and American students living in close proximity together.

Cornerstone Hall provides on-campus housing for undergraduate students accommodated in a traditional dormitory setting of two- and three-bed rooms. The new building has been located to complete a cluster with two existing dormitories. Cornerstone provides housing for 263 students.

A campus recreation is comprised of basketball and multipurpose courts, an extensive

weight room, an aerobic and group exercise room, a climbing wall, an indoor running track, the Discover Outdoor Resource Center, Student Recreation Staff offices, and the University Wellness Center.

The Center for Marine Science located on 56 acres approximately seven miles from the main campus, directly on the Intercoastal Waterway, houses classrooms, laboratories and research facilities as well as faculty offices and space for visiting researchers.

WILLIAM MADISON RANDALL LIBRARY

The William Madison Randall Library constitutes a vital instructional and research resource of the University of North Carolina Wilmington. With seating provided for approximately 1,000 people, the library holds nearly two million items in various formats of which 800,000 are books, bound journals, and print government documents; 920,000 are microform pieces, and more than 22,000 are multimedia items. In addition, the library provides extensive indexes and full text resources. These resources, including NC LIVE, Lexis-Nexis, Science Direct, JSTOR, and others provide access to indexing and full-text for thousands of journals and books. An online catalogue and circulation system provides easy, efficient access to most of the library's collections. The library catalogue is accessible on the World Wide Web at **http://library.uncw.edu**

The library's specialized collections include the Rare Book Collection; the Southeastern North Carolina Collection, devoted to original materials about or written by residents of the Lower Cape Fear region of North Carolina; Manuscript Collections (diaries, correspondence and other papers); UNCW and Wilmington College Archives; and the Curriculum Materials Center, a specialized facility designed to support the teacher education program in the Watson School of Education. The library is a selective depository for United States government publications and a full depository for North Carolina documents.

Through its commitment to outreach Randall Library provides extensive facilities and services to members of the UNCW community. A knowledgeable and helpful staff of 40 full-time employees including 19 librarians and many student assistants provides extensive operating hours, professional reference and instructional services. In addition to these traditional services, the library prides itself on individual instruction and research assistance through its popular Drop-In Clinic program. Continuing to address the concerns of off-campus accessibility Randall Library offers extensive remote access to library services and resources. As a member of OCLC, Randall Library has national interlibrary loan and cataloging capabilities in addition to its cooperative relationships among the sixteen UNC system libraries.

Randall Library was originally built in 1969 and is named for William Madison Randall, Wilmington College president from 1958 to 1968. An addition and renovation project in 1986-87 doubled the size of the building. The library also houses the Honors Program Office, the Center for Teaching Excellence, a Distance Learning classroom, many faculty offices, a computer lab for students and a coffee bar.

INFORMATION TECHNOLOGY

The Information Technology Systems Division is comprised of five service departments and one office: the Department of Application Services, Department of Audiovisual/Media Services, Department of Client Services, Department of Computing Services, Department of Telecommunications and the Office of Web Management. The mission of the division is guided by the UNCW mission statement and by seven overarching goals, known as the UNCW "Technology Standards of Expectation." These seven standards are as follows: 1) To ensure access to the university's and the world's intellectual resources and provide the necessary academic and administrative systems to support learning; 2) To provide students with the essential technology skills they need to be successful in their chosen disciplines and as they enter their professional lives; 3) To create and sustain a supportive technology rich environment for students, faculty and staff; 4) To provide technical support which allows for traditional and virtual access to courses and services; 5) To ensure that the institution is properly positioned for the future through life cycle support, controlled costs and new revenue sources; 6) To guarantee baseline standards for desktop and laptop configurations, PC replacement, network infrastructure, class-

room technologies and enterprise software; and 7) To ensure a quality collaborative computing environment, core computing network and modern enterprise administrative systems.

The UNCW "Technology Standards of Expectation" were established to ensure that UNCW develops a technology-rich environment that can support and improve the teaching and learning experience. To support students and faculty in achieving these goals, the university has developed an aggressive plan to create an environment where universal access and continued support for the use of technology are assured. By the fall of 2005, all classrooms will be connected to both the UNCW intranet and the Internet. A "Life Cycle Funding Plan" for computers along with baseline computer hardware and software standards and a hypermedia baseline configuration will increase ease of use and cross-campus compatibility.

Students have access to eleven computer labs (Randall Library undergraduate lab, Schwartz Hall lab, Bear Hall lab, Science and Behavioral Sciences lab, graduate lab in Randall Library), with five 24x7 access labs (Belk Hall lab, Galloway and Graham/Hewlett Hall labs, Honors and International House labs) that are directly supported by the ITS division. These labs are complemented by dedicated labs that are operated by specific departments.

As part of the establishment of the "Mobile Computing Environment," the Information Technology Systems Division has set up "SEA Ports," or Student Ethernet Access Ports, which are accessible in high-use areas strategically located across campus. At these ports, students and faculty can use the university network in the comfort and convenience of the dining hall, student union or recreation center. Wireless "SEA Port" access has grown dramatically. Beginning with an initial pilot in the Randall Library, coverage has expanded into the Warwick Center, University Union, Bear Hall, Cameron Hall, Dobo Hall, residence halls and seven other locations across campus and promises to be a network for the future. Wireless coverage on campus is currently at more than ninety percent. Randall Library and the University Union also provide laptop checkout/wireless access to the network through the Information Technology Systems Division's Laptop Checkout Program allowing students greater flexibility in the learning environment. Information Technology Systems Division is committed to assuring students have access to high quality networks and useable support systems for training and information. This effort is continually improved upon by conducting scheduled surveys that ask students their level of satisfaction with information technology goods and services.

Each year the faculty places greater emphasis upon student utilization of computing technologies. Every department on campus uses computing in some aspect of its daily activities. Students at UNCW are expected to assimilate computing skills as an integral part of their campus life. On June 4, 2004 e-mail was established as an official communication method for the campus.

Through the Client Services Department in the Information Technology Systems Division an array of support services exists, including faculty instructional and research support, microcomputer support, computer training, and help desk services. An expanded IT Help Desk, referred to as the TAC, Technology Assistance Center, is located in Hoggard Hall and provides students with technical assistance regarding information technology. The student UNCW Laptop Program ensures that students can purchase high quality laptops at a price which is among the lowest in the nation. Information Technology Systems Division also coordinates the common look and feel of Web-based services, online navigation architecture and Web server support for the university through the Office of Web Management. All of these services combine to create a continuous support environment for faculty, staff and students.

Opening in 2005 will be the Technology Support Center located in the Hoggard Hall extension, which will offer a large, comfortable meeting place for faculty and students to gather in open social areas and use the wireless environment. Laptops will be available for checkout, and a support staff will be on-site. The Technology Assistance Center (TAC) will be moved to this location, along with an Information Technology Systems computer training lab.

The central computer system, which handles campus-wide applications, offers access to statistical packages, language compilers and electronic mail. The Department of Computing Services manages these systems. A number of servers and other operating systems support various centrally located and distributed functions as well

The university has a high-speed fiber optic campus data network through an RPOP, which provides access to the Internet, central servers, departmental LAN's, the Randall Library online catalogue and two-way interactive classrooms.

The Information Technology Systems Division is also responsible for providing hypermedia and audiovisual assistance for classrooms as well as special events. The director of the Department of Audiovisual Media Services coordinates these activities. This office also supports classrooms that are fully interactive with hypermedia capability as part of the UNCW Distance Learning Initiative, as well as distributed interactive systems.

All telecommunication, cable, and satellite services are provided through the Department of Telecommunications. Other programs supported by the Information Technology Systems Division are the Information Technology Innovation Program and the Web course development for online for-credit courses. The Information Technology Systems Division provides or coordinates all of these services in partnership with technical personnel, students, staff and faculty throughout the campus. For additional information see our Web page at www.uncw.edu/itsd.

DIVISION FOR PUBLIC SERVICE AND CONTINUING STUDIES

The Division for Public Service and Continuing Studies offers programs and services that reach beyond campus boundaries and engage the general public. The division encourages student participation through internships, employment and volunteering, providing opportunities for collaboration with faculty as well as mentoring with local community leaders. The division compliments the university's outreach goals and encourages the development of global citizens by enhancing sustainable student learning experiences, promoting lifelong learning, and providing venues for applied research.

Opportunities for student participation exist in the following areas.

Continuing Studies

Continuing education includes professional development, especially certificate and continuing education credit courses.

Lifelong learning refers to an individual's ongoing commitment to education and includes non-credit activities for personal enrichment. These include courses related to various academic areas, such as history, art and languages, as well as activities such as lunch and dinner speaker series, public forums, special issues presentations and international travel. Other lifelong learning opportunities include the Adult Scholars Leadership Program, which brings accomplished members of the 55+ community together to discuss regional issues, and MarineQuest Odyssey, which offers marine and environmental education activities to adults. Each semester the divisional publication, *Pathways,* catalogues current lifelong learning opportunities at UNCW. Visit www.edu/dpscs/pathways to learn more.

WebU@UNCW offers Internet-based learning for both continuing education (certificate and CEU credit) and lifelong learning (non-credit). Offering more than 600 courses and 70 certificate programs, WebU continues to gain popularity as professionals from Southeasten North Carolina and around the globe embrace Internet-based learning. For more information, visit WebU@UNCW at www.uncw.edu/dpscs/webu.

Public School Outreach and Community Partnerships

Public school outreach is dedicated to enhancing the education experience for preschool through high school students statewide. Programs involving UNCW faculty and staff help develop intellectual, physical, cultural and leadership abilities in young people throughout the year. Public Service and Continuing Studies also supports various UNCW public school outreach initiatives originating outside the division.

Community partnerships build partnerships and collaborative relationships with business groups, industry and government through programs such as Leadership Wilmington, which develops corporate leadership skills, and Celebrate Wilmington!, which promotes arts and culture in the region.

MarineQuest offers marine and environmental education activities for youth. This popular

program works in cooperation with the UNCW Center for Marine Science and includes field activities in local habitats, experience in marine science laboratories and guided travel to international habitats. MarineQuest provides placement for student internships and paid employment. When working with MarineQuest, students majoring in environment studies, marine biology and science education gain valuable "work world" experience as well as exposure to professional networking opportunities.

University Television

UNCW-TV provides educational programming, partnering with Cape Fear Community College and New Hanover County Schools in association with Time Warner Cable to form the Learning Network of the Cape Fear. The network is managed by UNCW and broadcasts 24 hours a day, seven days a week on Time Warner Cable channel 5. In addition to award-winning productions such as "Let's Read! UNCW and You," the university also broadcasts the award-winning "Classic Arts Showcase," an Annenberg Foundation series and telecourses. UNCW-TV also works with SBTV, an independent student-managed production group. Through internships and volunteering, students can get involved in hands-on TV production doing everything from running the camera to working in front of it.

Conference Services

Conference Services provides a one-stop shopping solution for planning and hosting conferences at UNCW. Conference packages include on-campus facilities, lodging, food, registration and support staff.

The Executive Development Center (EDC) offers corporate and community groups accommodations for educational and training events, including first class meeting space, an executive board room, a theatre-style seminar room and a large meeting hall. The EDC, located near Wrightsville Beach, comfortably hosts groups of 40 to 200 participants and is supported by audio/visual technology and a full range of conference and catering services.

HERBERT BLUETHENTHAL MEMORIAL WILDFLOWER PRESERVE

The Herbert Bluethenthal Memorial Wildflower Preserve is a 10-acre memorial botanical garden located on the UNCW campus. Established in 1972, its purpose is to provide a place where the university community and the public can learn about and enjoy our native plants and their habitats. Many of the plants are labeled, and maps and trail guides are available at the entrance.

EV-HENWOOD NATURE PRESERVE

Ev-Henwood is UNCW's coastal forest research and teaching station located in Brunswick County. It is only a short 30-minute drive from the university campus and is available for nature study and appreciation, student and faculty research, and class field trips. Included in its 110 acres are oak/hickory woods, pine forests, and low woods along the bordering Town Creek and its branches. Additional habitats such as ponds and fields are available nearby.

ADMISSIONS

(http://www.uncw.edu/admissions/)

The University of North Carolina Wilmington seeks to admit students with the intellectual ability to perform successfully in the collegiate community. Students must have the motivation and the determination to avail themselves of the learning experiences that will be beneficial to them if they are to attain both academic and personal enrichment. As a state-supported institution, the university is aware of its obligation to provide an educational opportunity to qualified applicants who will benefit from the program of study offered on the Wilmington campus.

Applicants may apply to enter the university at the beginning of the fall or spring semester and at the beginning of each summer term. The admissions' personnel will carefully review academic qualifications of each applicant in a conscientious effort to admit students who have the potential for further academic achievement and growth. The university encourages and awards College Level Examination Program (CLEP), Advanced Placement (AP), and International Baccalaureate (IB) credit. Students should consult their high school counselor for further information. The university does honor the College Board Application Fee Waiver form if properly signed.

Each enrolling UNCW student must have an immunization record on file at UNCW (as required by law) before registration. (See Immunization and Health Forms section on page 37.) UNCW reserves the right to cancel admission offers to students who do not send their enrollment deposits or immunization records by the enrollment deposit deadline.

UNCW will cancel the offer of admission to students who do not enroll into their admitted term. Students must send a written request for consideration for a different term to the Office of Admissions by the application deadline date for that term.

The Office of the Vice Chancellor for Academic Affairs must approve any exception to university admissions requirements.

Any student who supplies false or misleading information or who conceals pertinent facts in order to enroll in the University of North Carolina Wilmington will be subject to immediate dismissal from the university.

APPLICATION DEADLINE AND NOTIFICATION DATES

A. For Freshmen for Summer and Fall

Application Deadline	Decision Notification Mailing Dates
November 1	No later than January 20
February 1	No later than April 1

2. The university reserves the right to cancel applications from students that are not completed by February 1.
3. A non-refundable $100.00 enrollment deposit is required on or before May 1 from all admitted students intending to enroll at UNCW.
4. The university reserves the right to cancel admission, registration, housing assignments, or orientation registration for any admitted student who does not pay the enrollment deposit by May 1.

B. For Transfer Applicants for Summer and Fall

1. Application deadline March 15
2. The university processes transfer applications on a space available basis. After March 15, the university reserves the right to return an application and fee without processing the application.
3. A non-refundable $100.00 enrollment deposit is required on or before May 1 or by the date specified on the acceptance letter, whichever is latest, from all admitted students intending to enroll at UNCW.
4. The university reserves the right to cancel admission, registration, housing assignments, or orientation registration for any admitted student who does not pay the $100.00 enrollment deposit by the designated deadline.

C. For All Spring (January) Semester Transfer

1. Application deadline November 1
2. There are limited openings, if any, for spring (January) semester. The Admissions Office will only accept and process applications for spring semester on a space available basis.
3. A non-refundable $100.00 enrollment deposit is required on or before December 1 or by the date specified on the acceptance letter, whichever is latest, from all admitted students intending to enroll at UNCW.
4. UNCW does not admit freshmen for the spring term.

D. For Former (Re-Enrolling) Students

1. Application deadline May 1 for fall and summer, December 1 for spring.
2. Students applying for re-enrollment for the summer term should apply as early as possible.
3. After the Admissions Office receives all required paperwork for re-enrolling, applications are processed within three to four weeks.
4. No enrollment deposit required.

E. For Permission/Visiting Students for Fall and Spring, Summer I and Summer II

Fall and spring deadlines are the same as stated in items B. and C. above.
Summer Session I Apply before May 1; decisions on a space available basis
Summer Session II Apply before June 1; decisions on a space available basis
No enrollment deposit is required from permission/visiting students.

ADMISSIONS – FRESHMEN

All applicants considered for admissions to UNCW must have graduated from an approved or accredited high school. We will accept the GED for freshman admission from applicants who are at least 24 years old. All applicants must submit the Scholastic Assessment Test (SAT I) or an American College Program Testing (ACT) score.

Additionally, listed below are the high school minimum course requirements, as established by the Board of Governors of the University of North Carolina system, for consideration for admission to the University of North Carolina Wilmington for fall 2005 enrollment. Meeting the high school minimum course requirements does not infer or guarantee admission to UNCW.

Six (6) course units in language, including,

- four (4) units of English emphasizing grammar, composition, and literature, and,
- two (2) units of language other than English

Three (3) course units of mathematics, in any of the following combinations:

- algebra I and II, and geometry,
- algebra I and II, and one (1) units beyond algebra II, or
- integrated math I, II, and III.

It is recommended that prospective students take a mathematics course unit in the twelfth grade.

Three (3) course units in science, including

- at least one (1) unit in a life or biological science (for example, biology),
- at least one (1) unit in physical science (for example, physical science, chemistry, physics), and
- at least one (1) laboratory course.

Two (2) course units in social studies, including one (1) unit in U.S. history, but an applicant who does not have the unit in U.S. history may be admitted on the condition that at least three (3) semester hours in that subject will be passed by the end of the sophomore year.

The Admissions Committee will also consider:

1. The difficulty of the coursework taken (advanced, honors, advanced placement, international baccalaureates, etc.).
2. Grades, grade point average, and/or class rank.

3. Standardized test scores (the SAT or ACT).
4. Personal Qualities–Extracurricular activities, community activities, talents, interests, hobbies, work experience and/or life experience.
5. Personal Statement.

Application Procedure for Freshmen

Applicants are required to comply with the following:

1. Submit a completed application form by one of the two deadline dates.
2. Submit a NON-REFUNDABLE $45.00 application fee with the application.
3. Submit an official transcript directly from all the high schools attended to the Office of Admissions, The University of North Carolina Wilmington, 601 S. College Road, Wilmington, North Carolina 28403-5904. We cannot accept transcripts directly from the student. Students with a GED must submit test scores directly from the testing center.
4. Complete the required personal statement and submit it with the application.
5. Submit the Scholastic Assessment Test (SAT) of the College Entrance Examination Board or the ACT of the American College Testing Program. If not reported on the high school transcript, SAT or ACT test scores must be submitted directly from either the College Entrance Examination Board or the American College Testing Center (UNCW College Codes are: SAT #5907, ACT #3174). For information about the SAT, contact the secondary school guidance counselor or write or call College Board ATP, P. O. Box 592, Princeton, New Jersey 08540, (609) 771-7600. Students who live in the Western, Southwestern or Pacific Coast states should write or call College Board ATP, P. O. Box 1025, Berkeley, California 94701, (415) 849-0950. For information about the American College Testing Program, write The College Testing Program, Program Services Department, P. O. Box 168, Iowa City, Iowa 52243.

It is important that the high school transcript, or GED, and test scores reach the university by the appropriate application deadline date so that all matters relating to the application may be complete before the final notification date and the opening of the semester in which the student expects to enroll.

ADMISSIONS – TRANSFER STUDENTS

Students who wish consideration for transfer to the University of North Carolina Wilmington from another institution must meet the following minimum transfer requirements (meeting minimum transfer requirements does not infer or guarantee admission to UNCW as a transfer student):

1. Must meet high school minimum course requirements;
   a. Six (6) course units in language, including,
      - four (4) units of English emphasizing grammar, composition, and literature, and,
      - two (2) units of language other than English
   b. Four (4) course units of mathematics, in any of the following combinations:
      - algebra I and II, geometry, and one (1) unit beyond algebra II,
      - algebra I and II, and two (2) units beyond algebra II, or
      - integrated math I, II, and III, and one (1) unit beyond integrated math III.

      It is recommended that prospective students take a mathematics course unit in the twelfth grade.
   c. Three (3) course units in science, including
      - at least one (1) unit in a life or biological science (for example, biology),
      - at least one (1) unit in physical science (for example, physical science, chemistry, physics), and
      - at least one (1) laboratory course.
   d. Two (2) course units in social studies, including one (1) unit in U.S. history, but an applicant who does not have the unit in U.S. history may be admitted on the condition that at least three (3) semester hours in that subject will be passed by the end of the sophomore year.

2. Must be eligible to return to the institution last attended.
3. Must have attained at least a 2.20 cumulative GPA (4.00 system) based on transfer courses attempted and on all transferable courses at all institutions attended.
4. Must have completed a minimum of 24 semester hours of transferable credit.
5. Must have completed at least six semester hours of freshman-level English.
6. Must have completed at least three semester hours of college-level mathematics.
7. The university recommends, but does not require, that students have one unit of a life science before they transfer.

Students seeking admission by transfer of credits are required to have all transcripts of previous college or university work forwarded to the Office of Admissions by the registrar of each institution they have attended. Even though no transfer of credit may be involved, transcripts or records of attendance must certify all previous college or university work. The student must also submit an official high school transcript or GED score report. UNCW will not accept transfer courses from non-accredited schools, or from business, trade, vocational or technical schools, except by previous contractual agreement with UNCW.

UNCW may, on a case by case basis, waive one or more of the high school minimum course requirements (#1 above), but transfer students must meet all other minimum transfer requirements (#2-#7 above). Waivers will be considered under the following circumstances:

1. The applicant is 24 years old or older.
2. The applicant is under 24 years of age and has a high school diploma or GED and:
   a. Has the associate of arts, the associate of science, the associate of fine arts, the baccalaureate or any higher level degree from an accredited institution
   b. Has completed 6 semester hours in college-level English, math, science, social sciences, and foreign languages with a 2.20 on a 4.00 scale (total of 24 semester hours)

Application Procedure for Transfer Students

Students wishing to transfer are required to comply with the following procedures:

1. Submit a completed application form by the appropriate application deadline date.
2. Submit a $45.00 NON-REFUNDABLE application fee with the application.
3. Submit an official transcript from each college or university attended, including summer school. It is the applicant's responsibility to request that the registrar of each institution attended send an official transcript directly to the Office of Admissions, 601 S. College Road, Wilmington, North Carolina 28403-5904 by the application deadline date.
4. Have an official high school transcript or GED, including test scores, sent to the Office of Admissions by the application deadline date.

Transfer Articulation Agreements

UNCW participates in several articulation agreements governing the transfer of students and courses. These include:

1. The North Carolina Comprehensive Articulation Agreement (CAA) governing the transfer of students from NC community colleges to UNC institutions.
2. UNCW's comprehensive articulation agreement which provides students with admission assurances when they graduate from a partnering community college as stated under the agreement.
3. Special program articulation agreements with Brunswick and Cape Fear community colleges.
4. Special course transferability articulations with US and foreign colleges.

For additional information, contact the Office of Admissions at UNCW (phone: (910) 962-3243; e-mail: admissions@uncw.edu) or the state transfer articulation Web site at www.ga.unc.edu/student_info.

ADMISSIONS – AUDIT STUDENTS

Students who wish to take courses without receiving credit should apply to the Office of the Registrar immediately after the semester registration date. UNCW admits audit students on a "space-available" basis.

ADMISSIONS – FORMER STUDENT (Re-enrolling)

Former UNCW students (not in academic difficulty) who have been away from the university for at least **two consecutive semesters** and wish to return to the university can apply through the Office of Admissions by submitting the re-enrolling form and a non-refundable $45 application fee. Any student who was away from the university for **one semester** and who was not in academic difficulty, should contact the Office of the Register, to re-enroll.

Former UNCW students who had been ineligible to return to the university must apply to re-enroll through the Office of Admissions. A non-refundable $45 application fee must accompany the re-enrolling form. Anyone academically ineligible two or more times may re-enroll during summer sessions only. Those who were in academic difficulty and need further information to understand their status and/or the re-enrolling policy should see the section on Retention, Dismissal and Readmission in this catalogue.

Any student who wants to re-enroll into UNCW and who attended another college or university since their last enrollment at the university must submit official transcripts from such institutions before they will be considered. A "C" average (2.00 out of 4.00 system) must have been attained on all work attempted at other institutions since leaving UNCW.

All students must apply for re-enrollment before May 1 for fall semester and December 1 for spring semester.

Special Readmission Policy

Although the traditional policy for readmission is the norm, the university recognizes that individuals can gain personal and intellectual maturity over a period of years. Hence any former UNCW degree-seeking student whose grade point average was below the current retention standard may apply for special readmission provided the student has been out of school for a minimum of five years and has not attended any other institution since leaving UNCW. Special readmission may be granted only at the time of application for readmission. Special readmission status, once granted, may not be changed. Degree requirements for the student granted special readmission will be those in effect at the time the student re-enrolls. The student's original academic record will not be altered, and the student will receive academic credit only for past courses in which a grade point average of at least 2.00 was attained. The student's grade point average will be calculated only for those courses taken subsequent to re-enrollment. Failure to maintain an overall 2.00 grade point average after readmission will result in dismissal from the university. A student may be granted special readmission only once.

ADMISSIONS – GRADUATE STUDENTS

Applicants to UNCW's graduate programs should direct all inquiries concerning admission to the Graduate School. Please refer to the graduate catalogue for admissions requirements.

ADMISSIONS – INTERNATIONAL STUDENTS

The University of North Carolina Wilmington welcomes interest and inquiry from international students. In addition to meeting regular freshman or transfer academic admission requirements, international students must present evidence of their ability to speak, read, and write the English language and to meet fully the financial obligations associated with their study at the university. Students from foreign countries must present the results of the TOEFL examination (Test of English as a Foreign Language) as a part of their application for admission, if English is not their native language. Non-U.S. citizens must also submit a financial responsibility statement. All materials for admission consideration must be in the Office of Admissions at least eight (8) months before the date of registration for the entering semester or term. The Office of International Programs will advise international visiting

and exchange students. UNCW recommends that international students plan to begin their studies in a fall semester.

ADMISSIONS – PERMISSION/VISITING STUDENTS

Students from other colleges or universities, who intend to return to their home institution, may attend UNCW as permission/visiting students in the fall or spring semesters or summer sessions. The university does not assume responsibility in determining a student's course selection when such credits are to be transferred elsewhere. Transcripts of work completed at UNCW must be requested through the Office of the Registrar to assure a record of academic work is sent to the home institution of the permission/visiting student. Enrollment as a permission/visiting student from another institution in no way obligates the university to continue one's enrollment at UNCW at the expiration of the permission/visiting period. All application deadline dates apply to permission/visiting students.

To attend fall or spring semesters, students apply as permission students and must submit the undergraduate application and meet transfer admission requirements. Additionally, permission students must submit a letter from their home institution that states they are in good academic standing and have permission to study at UNCW. A student may only attend as a permission student for two consecutive semesters (not including summer sessions).

To attend summer sessions, students apply as visiting students and submit the Summer Visiting Student application. The Summer Visiting Student application and schedules are available by February of each year from the Admissions Office.

ADMISSIONS – TO THE PROFESSIONAL SCHOOLS AND SELECT PROGRAMS

(Degree Programs in the Cameron School of Business, Watson School of Education, the School of Nursing, and Bachelor's Degree Programs in Biology, Communication Studies, Computer Science, Environmental Studies, Health, Physical Education and Recreation, Music, Psychology, and Social Work)

Admission to degree programs in the Cameron School of Business, Watson School of Education, the School of Nursing, and bachelor's degree programs in biology, communication studies, computer science, environmental studies, health, physical education and recreation, music, psychology, and social work must be attained prior to students pursuing majors in those areas. Applications may be obtained from the appropriate school or department.

ADMISSIONS – SENIOR CITIZENS

Residents of North Carolina age 65 or older who meet applicable admission requirements may enroll tuition free on a space-available basis. UNCW does not waive the application fee. Students who wish to enroll under the provisions of this law should document their senior citizen status at the time of registration. The availability of class space cannot be determined until the late registration period each term.

ADMISSIONS – SPECIAL HIGH SCHOOL STUDENTS

High school seniors who wish to pursue an academic program on the collegiate level while attending high school may enroll at UNCW if they meet the qualifications for participation in this program. This program is available primarily to students in the Wilmington area. Special applications for admission are available in the office of the high school counselor or the UNCW Admissions Office. Students may enter this program at the beginning of the fall, spring, or summer terms. All appropriate application deadline dates apply.

ADMISSIONS – SPECIAL UNDERGRADUATE STUDENTS

Any individual who already possesses a degree from a four-year regionally accredited college and wishes to enroll for an undergraduate course at UNCW must apply to the Office of Admissions before the application deadline date. An official transcript from the degree-granting institution must be sent from that institution to the Office of Admissions by the appropriate deadline date. Non-degree seeking students must meet the same retention standards as degree seeking students.

Candidates seeking a second or other degree must apply as transfer students and have transcripts from all colleges attended submitted by the application deadline date.

All special undergraduates must submit the $45.00 application fee.

UNCLASSIFIED ENROLLMENT PERMISSION

Applicants who are denied regular admission to the university may be considered for enrollment as unclassified students under special circumstances. No student who has graduated from high school less than two years prior to application may be considered for unclassified status. Unclassified status does not constitute admission to any degree program at the university.

An unclassified student may enroll in up to 18 credit hours of courses in a semester, but may attempt no more than a cumulative total of 30 credit hours while unclassified. If the student does not qualify for degree status after 30 credit hours have been attempted, the student's enrollment will end and the student may not reapply for admission. Unclassified students are subject to all applicable academic regulations of the university. Unclassified students are not eligible for federally funded financial-aid programs. See also Conversion from Unclassified Status in the UNIVERSITY REGULATIONS section of this catalogue.

IMMUNIZATION AND HEALTH FORMS

North Carolina General Statute 130A, 152-157, establishes specific immunization requirements for all students enrolled in North Carolina colleges or universities. It is the responsibility of the Student Health Center to monitor the immunization record of each student to ensure compliance with state law and university requirements.

All UNCW students are required to submit to the Student Health Center a complete and up-to-date immunization record.

Student medical forms required for physical education participation will also be collected at the Student Health Center.

Immunizations that are REQUIRED pursuant to NC state law:

Students 17 years of age or younger . . . . . .REQUIRED:

- 3 DTP (Diphtheria, Tetanus, Pertussis) or TD (Tetanus, Diphtheria) doses within the past 10 years
- 3 Polio doses
- 2 Red Measles (Rubeola), 1 Mumps, 1 German Measles (Rubella) (MMR is preferred vaccine)

Students born in 1957 or later and 18 years of age or older. . . . . .REQUIRED:

- 3 DTP (Diphtheria, Tetanus, Pertussis) or TD (Tetanus, Diphtheria) doses within the past 10 years
- 2 Red Measles (Rubeola), 1 Mumps, 1 German Measles (Rubella) (MMR is preferred vaccine)

Students born before 1957 . . . . . .REQUIRED:

- 3 DTP (Diphtheria, Tetanus, Pertussis) or TD (Tetanus, Diphtheria) doses within the past 10 years
- 1 German Measles (Rubella)

Students 50 years of age or older . . . . . .REQUIRED:

- 1 TD (Tetanus, Diphtheria) dose within the past 10 years

International Students . . . . . .REQUIRED:

- In addition to the above age requirements, students from some countries will be required to have a PPD (Tuberculin Skin Test) or documentation of a negative chest x-ray with the last year.

Note:

Laboratory proof of immunity to German Measles (Rubella), Red Measles (Rubeola) or Mumps is acceptable.

All students must either receive the Menomune Injection or sign the MENOMUNE WAIVER on the Immunization Form.

Immunization records must bear either the administering provider's signature or the official stamp of the health care facility at which the immunizations were administered.

Failure to comply with North Carolina immunization requirements will result in administrative withdrawal from the university.

ORIENTATION

For information regarding Orientation, please refer to the UNIVERSITY REGULATIONS section of this catalogue.

SAFETY AND HEALTH PROGRAM

UNCW's safety program complies with the State Occupational Safety and Health Act of 1973.

EXPENSES

The Board of Governors of the university reserves the right to change the charges for tuition, fees and the room and board rate at any time without prior notice.

TUITION AND FEES (In effect at time of publication)

All charges for tuition and regular fees are due and payable on or before the day of registration. Checks and money orders should be made payable to the University of North Carolina Wilmington.

Full-Time Charges Per Semester (12 or more semester hours):

	In-State Students	Out-of-State Students*
Tuition	$ 964.00	$5,819.00
Mandatory Fees	848.75	848.75
Total	$1,812.75	$6,667.75

The following student activities fees are included in the full-time tuition and fee amount per semester:

Student Services	$ 10.00	$ 10.00
Technology	187.25	187.25
Student Support	11.00	11.00
Athletic Fee	171.50	171.50
Health Services	65.00	65.00
SGA	22.50	22.50
Media	4.00	4.00
University Union	57.00	57.00
Recreation	57.50	57.50
Postal	7.00	7.00
Athletic Facilities	50.50	50.50
Cultural Events	10.50	10.50
University Union Facilities-Debt	38.50	38.50
University Union Expansion-Debt	57.50	57.50
Physical Education Facilities-Debt	10.00	10.00
Recreation-Debt	50.00	50.00
Westside Expansion-Debt	10.00	10.00
Transportation	15.00	15.00
Leadership Services	10.50	10.50
ID/Debit Card	3.00	3.00
Association of Student Government	.50	.50
Total	$ 848.75	$ 848.75

Undergraduate students registering for 12 or more semester hours will be charged at the full-time rate as shown above. Students scheduling fewer than 12 semester hours will pay tuition and fees as follows:

Semester Hours Scheduled	In-State Students	Out-of-State Students*
1-5	$ 453.75	$1,667.50
6-8	$ 906.50	$3,334.00
9-11	$1,522.50	$5,163.75

*See information on residency at the end of this section

Other fees:

Late Payment of Tuition and Fees/Late Registration Charge (see below)	$ 75.00
Application Fee (to accompany application, nonrefundable)	$ 45.00
Freshman Orientation Fee	$130.00
UNSea Card - Student ID	$ 15.00
On-Campus Parking Fee (Per Year)	$172.00
Off-Campus Parking Fee (Per Year)	$130.00
*Remedial Course Fee In-State	$114.00
Out-of-State	$633.00

*This course is offered on campus through Cape Fear Community College (CFCC). Consequently, all students taking this course are required to pay tuition, fees, and charges as established by CFCC in addition to charges established by UNCW. UNCW collects these additional charges from the student and remits the amounts collected to CFCC.

No degree, diploma, transcript of credit, or grades will be furnished a student until all financial obligations to the university, other than student loans, have been paid. All previously incurred expenses and accounts at the university must be paid in full prior to preregistration or registration for a new term.

Orientation

All new UNCW freshmen, transfers, unclassified, and extension students must pay a one-time orientation fee. For the students who attend summer orientation, the fee must be paid in advance to reserve a place in the program.

Charge for Late Payment of Tuition and Fees/Late Registration

A late charge will be assessed to students that fail to register and pay tuition and fees by published deadlines. Students who have not paid tuition and fees by the deadline will be cancelled and must re-register with a $75 late charge. Appeals may be made to the Late Charge Appeals Committee c/o Student Accounts. Appeals must be submitted in writing no later than the last day of the semester in which the charge is incurred.

TUITION SURCHARGE

Effective fall 1994, all new undergraduates seeking a baccalaureate degree at the University of North Carolina Wilmington will be subject to a 25% tuition surcharge if they take more than 140 credit hours to complete a four-year degree program or more than 110% of the required credit hours to complete an officially designated five-year program.

Note: The State Scholarship Program for Children of War Veterans administered by the North Carolina Division of Veterans Affairs *will not cover* the 25% tuition surcharge. Responsibility for the surcharge would be placed on the student.

Counted Credit Hours

The undergraduate credit hours to be counted for this requirement include: (1) all regular session degree-creditable courses taken at UNCW, including repeated courses, failed courses, withdrawals, and those dropped after the last date to add a course; and (2) all transfer credit hours accepted by UNCW. However, this calculation excludes the following credit hours: (1) those earned through the College Board's Advanced Placement (AP) and College Level Examination Program (CLEP) or similar programs; (2) those earned through institutional advanced placement, course validation, or any similar procedure for awarding course credit; and (3) those earned through the summer session or degree-credit extension division at UNCW or at another UNC institution.

Students Subject to the Surcharge

The surcharge shall be imposed on all counted credit hours in excess of the threshold defined below for each of the following three categories of undergraduates:

1. For students earning a first baccalaureate degree in a program that requires no more than 128 credit hours, the surcharge shall be applied to all counted credit hours in excess of 140.
2. For students earning a first baccalaureate degree in a Board-approved program that requires more than 128 counted credit hours, the surcharge shall be applied to all credit hours that exceed 110% of the credit hours required for the degree. Such programs include those that have been officially designated by the Board of Governors as five-year programs, as well as those involving double majors or combined bachelor's/master's degrees.
3. For students earning a baccalaureate degree other than the first, the surcharge shall be applied to all counted credit hours that exceed 110% of the minimum additional credit hours needed to earn the additional baccalaureate degree.

Students Exempt from the Surcharge

The surcharge shall not be imposed on undergraduates who:

1. Complete a first baccalaureate degree program that has not been officially designated by the Board of Governors as a five-year program and whose counted credit hours were earned in eight or fewer regular term semesters or the equivalent; or
2. Complete a first baccalaureate degree program that has been officially designated by the Board of Governors as a five-year program and take their counted credit hours in 10 or fewer regular term semesters or the equivalent.

Calculation of the Surcharge

The surcharge shall be imposed on tuition charged in the current semester and in subsequent semesters where a student's cumulative credit hour total–including that semester's courseload–exceeds the threshold. The surcharge does not apply to required fees.

OFF-CAMPUS LIVING – COMMUTER MEAL PLANS

UNCW offers three meal plans for students living off-campus. The plans are designed to give students the convenience of using a meal card instead of carrying cash.

Block 25 – offers 25 block meals per semester and $200 food dollars, cost of $387.

Block 50 – offers 50 block meals per semester and $230 food dollars at a cost of $568.

Bonus 25 – offers $250 food dollars at a cost of $225, a $25 Bonus.

Meal plan rates are set by the university's Board of Trustees and are subject to change.

ON-CAMPUS LIVING

The university has residence facilities for over 2,360 students in eight modern, conveniently located residence halls, 13 apartment buildings, and seven suite-style buildings.

All buildings are equipped with air-conditioning, telephone service, and basic cable television service. Ethernet computer networking, which allows student computers to access university software, has been installed in all residential facilities. Laundry facilities are available. Residence hall, apartment and suite students are required to participate in the university dining hall program under one of the four meal plans. Wagoner Hall, the university's main dining hall, offers a variety of cutting edge American entrees, ethnically-inspired foods, vegetarian selections and lots more. Retail locations throughout campus offer everything from grab'n go snacks, smoothies, and gourmet coffee to Chick-Fil-A, deli and grilled sandwiches, and pizza. During the winter break, all residential facilities are closed with the exception of the UNCW Apartments, International House and the University Suites. During spring break, all residential facilities are closed with the exception of the UNCW Apartments, International House, and the University Suites.

Meal Plan Options: A meal plan is required for all students who plan to live in campus housing. There are separate optional meal plans for students living off campus. The *UNSea Card* is the student's UNCW identification card, which also serves as a meal card, and must be presented at every meal. Students' ID cards are not transferable. Meal plans and meal plan rates are set by the university's Board of Trustees and are subject to change. The most recent approved rates are available through the Auxiliary Services office at (910) 962-3560.

2005–2006 RESIDENT MEAL PLANS

Teal Plan: **14 Meals Plus $120.00 Food Dollars ($1,219.00 per semester)**
Perfect for those with unpredictable schedules and eating habits. This plan offers any 14 meals during the seven-day week at Wagoner Dining Hall or during Dine till Nine at the Hawk's Nest, and $120 food dollars (for the semester) that can be used in all campus food service locations. Cash may be added to the *UNSea Card* at the students' discretion.

Blue Plan: **19 Meals Plus $70.00 Food Dollars ($1,219.00 per semester)**
A great plan for those with big appetites that like to eat regular and nutritious meals. This plan offers 19 meals a week at Wagoner Dining Hall or during Dine till Nine at the Hawk's Nest.

Gold 135 Plan: **135 Meals Plus $200.00 Food Dollars ($1,219.00 per semester)**
135 meals to be used any time during the semester, and $200 food dollars (for the semester) that can be used at all campus food service locations. Meals can be used at random during the semester, and can be used to treat visiting friends or family to a meal in Wagoner Hall or during Dine till Nine at the Hawk's Nest. Cash may be added to the *UNSea Card* at the student's discretion.

Gold 95 Plan: **95 Meals Per Semester and $500.00 Food Dollars ($1,219.00 per semester)**
This plan is limited to residents in the suites and apartments.

Additional food dollars, in $50.00 increments, can be added to both commuter and resident meal plans.

ROOM AND BOARD RATES

Room and board rates are set annually by the university's Board of Trustees during their spring meeting. The most recent set of approved rates are available from the Office of Housing and Residence Life.

Annual contracts are for the full academic year consisting of both the fall and spring semesters. Room rates include utilities, local telephone service, high speed Ethernet service, basic cable television service, security and housekeeping (with the exception of the apartments).

The university reserves the right to change on-campus housing rates at anytime without prior notice. A non-refundable application fee must be remitted with each completed application. Timely submission of the housing application and $100 application fee is highly recommended. Assignments will be made on a first come, first serve basis. Once all beds are assigned, Housing and Residence Life will start a waiting list. The waiting list will remain in effect through the opening of the residential facilities on August 13, 2005.

2005-2006 SEMESTER ROOM AND BOARD RATES

Double Room (Belk, Galloway, Graham, Hewlett and Schwartz)	
with Gold 135 or Teal or Blue meal plan	$2,975
Apartment	
with Gold 135 or Gold 95 or Teal or Blue meal plan	$3,345
Double Room (Suites, International House, Honors House and Cornerstone Hall)	
with Gold 135 or Teal or Blue meal plan	$3,206
Single Suite	
With Gold 135 or Gold 95 or Teal or Blue meal plan	$3,345

If you are interested in obtaining information regarding campus housing, please contact:

Housing and Residence Life Office
University of North Carolina Wilmington
601 South College Road
Wilmington, North Carolina 28403-5959
Telephone: (910) 962-3241 Fax: (910) 962-7032
E-Mail: housing@uncw.edu

SUMMER SCHOOL

Summer school tuition, fees, refund policy, and room and board rates will be announced in the Summer Session Bulletin.

UNCW REFUND POLICY

The university's refund policy complies with the requirements of the university's accrediting agency and the U.S. Department of Education.

Students must follow the official withdrawal process to receive a refund under the university's policy. To officially withdraw from the university, students must complete an Official Withdrawal Form in the Registrar's Office. Any outstanding financial obligations to the university will be deducted from the amount refunded.

REFUNDS—TUITION AND FEES, ROOM AND BOARD

A student who officially withdraws from the university on or before the last day of registration (drop/add) period will receive a refund of the amount paid. Refunds are based on the date contained on the Official Withdrawal Form.

Students withdrawing after the drop/add period will receive refunds as follows:

Date of Withdrawal	Refund Percentage
After drop/add but prior to first 10% of the enrollment period	90%
Between the first 10% and the end of the first 25% of an enrollment period	50%
Between the first 25% and the end of the first 50% of the enrollment period	25%

No refunds will be made for withdrawals after the end of the first 50% of the enrollment period.

Declining balance portions of board plans will be refunded separately.

This refund policy applies to complete withdrawals from UNCW. Students who simply reduce their course load after the drop/add period receive NO refund or reduction of fees whatsoever.

Summer School

Because of the short duration of summer school sessions, summer school charges are not refundable after the drop/add period. However, financial aid recipients will receive a refund in accordance with the schedule noted above.

RESIDENCE STATUS FOR TUITION PURPOSES

The basis for determining the appropriate tuition charge rests upon whether a student is a resident or a nonresident for tuition purposes. Each student must make a statement as to the length of his or her residence in North Carolina, with assessment by the institution of that statement to be conditioned by the following:

Residence. To qualify as a resident for tuition purposes, a person must become a legal resident and remain a legal resident for at least twelve months immediately prior to classification. Thus, there is a distinction between legal residence and residence for tuition purposes. Furthermore, twelve-months legal residence means more than simple abode in North Carolina. In particular it means maintaining a domicile (permanent home of indefinite duration) as opposed to "maintaining a mere temporary residence or abode incident to enrollment in an institution

of higher education." The burden of establishing facts which justify classification of a student as a resident entitled to in-state tuition rates is on the applicant for such classification, who must show his or her entitlement by the preponderance (the greater part) of the residentiary information.

Initiative. Being classified a resident for tuition purposes is contingent on the student's seeking such status and providing all information that the institution may require in making the determination.

Parents' Domicile. If an individual, irrespective of age, has living parent(s) or court-appointed guardian of the person, the domicile of such parent(s) or guardian is, prima facie, the domicile of the individual; but this prima facie evidence of the individual's domicile may or may not be sustained by other information. Further, nondomiciliary status of parents is not deemed prima facie evidence of the applicant child's status if the applicant has lived (though not necessarily legally resided) in North Carolina for the five years preceding enrollment or re-registration.

Effect of Marriage. Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, nor does marriage in any circumstances insure that a person will become or continue to be a resident for tuition purposes. Marriage and the legal residence of one's spouse are, however, relevant information in determining residentiary intent.

Furthermore, if both a husband and his wife are legal residents of North Carolina and if one of them has been a legal resident longer than the other, then the longer duration may be claimed by either spouse in meeting the twelve-month requirement for in-state tuition status.

Military Personnel. A North Carolinian who serves outside the state in the armed forces does not lose North Carolina domicile simply by reason of such service. Students from the military may prove retention or establishment of residence by reference, as in other cases, to residentiary acts accompanied by residentiary intent.

In addition, a separate North Carolina statute affords tuition rate benefits to certain military personnel and their dependents even though not qualifying for the in-state tuition rate by reason of twelve-months legal residence in North Carolina. Members of the armed services, while stationed in and concurrently living in North Carolina, may be charged a tuition rate lower than the out-of-state tuition rate to the extent that the total of entitlements for application tuition costs available from the federal government, plus certain amounts based under a statutory formula upon the in-state tuition rate, is a sum less than the out-of-state tuition rate for the pertinent enrollment. A dependent relative of a service member stationed in North Carolina is eligible to be charged the in-state tuition rate while the dependent relative is living in North Carolina with the service member and if the dependent relative has met any requirement of the Selective Service System applicable to the dependent relative. These tuition benefits may be enjoyed only if the applicable requirements for admission have been met; these benefits alone do not provide the basis for receiving those derivative benefits under the provisions of the residence classification statute reviewed elsewhere in this summary.

Grace Period. If a person (1) has been a bona fide legal resident of the required duration, (2) has consequently been classified a resident for tuition purposes, and (3) has subsequently lost North Carolina legal residence while enrolled at a public institution of higher education, that person may continue to enjoy the in-state tuition rate for a grace period of twelve months measured from the date on which North Carolina legal residence was lost. If the twelve months ends during an academic term for which the person is enrolled at a state institution of higher education, the grace period extends, in addition, to the end of that term. The fact of marriage to one who continues domicile outside North Carolina does not by itself cause loss of legal residence, marking the beginning of the grace period.

Minors. Minors (persons under 18 years of age) usually have the domicile of their parents, but certain special cases are recognized by the residence classification statute in determining residence for tuition purposes.

(a) If a minor's parents live apart, the minor's domicile is deemed to be North Carolina for the time period(s) that either parent, as a North Carolina legal resident, may claim and does claim the minor as a tax dependent, even if other law or judicial act assigns the minor's domi-

cile outside North Carolina. A minor thus deemed to be a legal resident will not, upon achieving majority before enrolling at an institution of higher education, lose North Carolina legal residence if that person (1) upon becoming an adult "acts, to the extent that the person's degree of actual emancipation permits, in a manner consistent with bona fide legal residence in North Carolina" and (2) "begins enrollment at an institution of higher education not later than the fall academic term following completion of education prerequisite to admission at such institution."

(b) If a minor has lived for five or more consecutive years with relatives (other than parents) who are domiciled in North Carolina and if the relatives have functioned during this time as if they were personal guardians, the minor will be deemed a resident for tuition purposes for an enrolled term commencing immediately after at least five years in which these circumstances have existed. If under this consideration a minor is deemed to be a resident for tuition purposes immediately prior to his or her eighteenth birthday, that person on achieving majority will be deemed a legal resident of North Carolina of at least twelve-months duration. This provision acts to confer in-state tuition status even in the face of other provisions of law to the contrary; however, a person deemed a resident of twelve-months duration pursuant to this provision continues to be a legal resident of the state only so long as he or she does not abandon North Carolina domicile.

Lost but Regained Domicile. If a student ceases enrollment at or graduates from an institution of higher education while classified a resident for tuition purposes and then both abandons and reacquires North Carolina domicile within a twelve-month period, that person, if he or she continues to maintain the reacquired domicile into re-enrollment at an institution of higher education, may re-enroll at the in-state tuition rate without having to meet the usual twelve-month durational requirement. However, any one person may receive the benefit of this provision only once.

Change of Status. A student admitted to initial enrollment in an institution (or permitted to re-enroll following an absence from the institutional program which involved a formal withdrawal from enrollment) must be classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual enrollment. A residence status classification once assigned (and finalized pursuant to any appeal properly taken) may be changed thereafter (with corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic year.

Transfer Students. When a student transfers from one North Carolina public institution of higher education to another, he or she is treated as a new student by the institution to which he or she is transferring and must be assigned an initial residence status classification for tuition purposes.

Appeal. The initial classification of undergraduate students as in-state or out-of-state residents for tuition purposes is made by the **Admissions Office**. Appeals for in-state status may be made to the campus appeals body, Out-of-State Tuition Appeals Committee. University regulations governing residential classification of students are set forth in detail in *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for "Tuition Purposes."* Each enrolled student is responsible for knowing the contents of this manual. Copies of the manual are available for inspection upon request in the Admissions Office and in Randall Library.

FINANCIAL AID AND VETERANS SERVICES (FAVSO)

The primary mission of the Financial Aid and Veterans Services Office (FAVSO) is to assist the prospective and currently enrolled student, and the student's family in securing the most suitable financial aid as the student pursues a degree* or certificate at UNCW. Through our outreach efforts, we support the university's mission, including the commitment to public service. To this end, we administer federal, state and institutional student financial aid programs in excess of $46 million to assist UNCW students.

Eligibility for the majority of our programs is determined using the U.S. Department of Education's Federal Methodology. Most gift aid is need based. However, a significant amount of non-need based funding is also available primarily in the form of loans. UNCW offers assistance in the form of scholarships, grants, loans, Federal Work-Study jobs or a combination of these programs. Students are encouraged to file the Free Application for Federal Student Aid (FAFSA) as soon after January 1 as possible to receive priority consideration for aid. Aid funds are disbursed to the student's account at the beginning of each semester. Funds may be available on the first day of class for those students whose financial aid files are complete. Aid will continue to be disbursed through the rest of the semester as students' financial aid files become complete. Refunds are processed once a week for students who have a credit balance. Students are encouraged to sign-up for direct deposit throught the Office of Student Accounts.

To apply for financial aid, a student must complete a Free Application for Federal Student Aid (FAFSA). Some students must submit other documentation as requested by the Financial Aid and Veterans Services Office. To receive federally funded financial aid, students must be making satisfactory academic progress as determined by the Financial Aid and Veterans Services Office; be a US citizen or eligible non-citizen; and meet other criteria as specified by the U.S. Department of Education. Questions concerning financial aid at UNCW should be directed to the Financial Aid and Veterans Services Office (FAVSO). The office is located on the first floor of James Hall.

Office: (910) 962-3177 **Fax** (910) 962-3851
Financial Aid Web site: http://www.uncw.edu/finaid
Financial Aid questions: e-mail: finaid@uncw.edu
Veterans Services questions: e-mail: veterans@uncw.edu
Online student account information:: https://tswww.mis.uncw.edu/ahomepg.htm

*Students accepted as "Unclassified" are only eligible to apply for alternative loans. Students pursuing additional undergraduate studies beyond their first bachelor's degree should contact the Financial Aid and Veterans Services Office (FAVSO) for information regarding eligibility requirements. Also, audited courses are not eligible for Title IV aid.

GRANTS

The Federal Pell Grant Program provides grants for students who show exceptional financial need. This grant is intended to cover the period required to complete the requirements for a first baccalaureate degree. Students who apply using the Free Application for Federal Student Aid (FAFSA) are automatically considered for this award.

The Federal Supplemental Educational Opportunity Grant (FSEOG) Program provides aid to students who show exceptional need for assistance in attending college. Priority consideration is first given to students who are eligible for a Federal Pell Grant. Students apply using a Free Application for Federal Student Aid (FAFSA) and are automatically considered for this award.

Diversity Scholarships – The university is aware of the importance of diversity in higher education and, in support of this, it provides scholarships to students. In order to be considered for these scholarships, students must be admitted to UNC Wilmington as full-time students through the ability of the student to successfully complete a degree program at UNC Wilmington, as indicated by a variety of factors, including, but not limited to, standardized test scores, high school grade point average in academic courses completed, letters of reference,

the student's record of achievement in extracurricular and non-academic areas, and an essay by the student composed for admission purposes.

The university will consider underrepresentation of North Carolina cultural populations, based on the current census data, within the UNC Wilmington student body in making diversity scholarship awards.

The university will also consider underrepresentation of students from families with incomes below the average family income in North Carolina in making diversity scholarship awards. UNC Wilmington will utilize its diversity scholarships to help insure an increase in the diversity of the student body sufficient to enhance the academic experience available at the university. In so doing, the university will employ the socio-economic diversity found within the population of the state as a measure of its effort to obtain greater diversity among its student population, including, but not limited to, consideration of exceptional financial need. To retain a diversity scholarship, each student must maintain at least a 2.00 average. University personnel may determine that a diversity scholarship may be retained despite the failure to maintain a 2.00 academic average when such a failure is clearly the result of documented exceptional circumstances beyond the control of the student.

Students admitted to UNCW do not need to file a separate application for this scholarship. All incoming freshmen will be considered.

Incentive Scholarship and Grant Program for Native Americans is a state funded program established by the General Assembly of North Carolina. The program was established to increase Native American enrollment at the constituent institutions of the University of North Carolina. Eligibility is limited to degree students who maintain cultural identification as an American Indian through membership in an Indian tribe recognized by the state of North Carolina or by the federal government or through other tribal affiliation or community recognition. Students must file a Free Application for Federal Student Aid (FAFSA) to be considered. New students are automatically considered for these awards by the Financial Aid and Veterans Services Office (FAVSO). The FAVSO determines renewals for continuing students.

The North Carolina National Guard Tuition Assistance Program is a state-funded tuition assistance program for active members of the North Carolina Guard. This program will award eligible guardsmen up to $2,000 per year for a maximum of four years. For additional information contact: Office of the Adjutant General, North Carolina National Guard, Attn.: AGRR, 4105 Reedy Creek Road, Raleigh, N.C. 27607, (919) 664-6000.

The North Carolina Vocational Rehabilitation Program is administered by local Vocational Rehabilitation Offices. Awards up to the amount of tuition, fees, books and funding for supportive services are available to students with mental or physical disabilities that are considered to be an impediment to employment. For more information, contact your local Vocational Rehabilitation Office or the North Carolina State Division of Vocational Rehabilitation Services at (919) 855-3500. Students who receive funding under this program must provide authorization letters to the UNCW Financial Aid and Veterans Services Office.

UNCW Grants are awarded to North Carolina residents who demonstrate significant financial need, based on the Federal Methodology, and who apply early. Since these funds are limited, later filers will be considered only if funds are available. Students who file the Free Application for Federal Student Aid (FAFSA) early will automatically be considered for these awards.

Athletic Grants-In-Aid are awarded to qualified students by the UNCW Athletic Department. Additional information may be obtained by writing to the director of Athletics.

Out-of-State Students should contact their state agencies, responsible for state grants, to obtain information about transferability of these funds to out-of-state institutions. Our website provides links to each state agency in the U.S. responsible for these programs.

SCHOLARSHIPS AND AWARDS

UNCW has a limited number of scholarships that have been generously donated in honor of individuals or organizations. Each of these scholarships has specific and unique criteria. While some are available to one or more students each academic year, others are renewable and only become available after the current recipient has graduated or becomes ineligible for the schol-

arship. Because competition for scholarships is intense, merit scholarships are usually available only to the most outstanding new freshmen and continuing students. The value of the scholarship will be determined based on annual earnings.

Unless otherwise noted, students must complete the Financial Aid and Veteran Services Office (FAVSO) web-based application online at http://www.uncw.edu/finaid/namedscholar.htm beginning in November for the following academic year. If you do not have Internet access, contact our office for alternative application instructions. This application only applies to scholarships awarded by the Financial Aid and Veterans Services Office. The scholarship application deadline is April 1st. When the notation "No application required." appears, students will be automatically considered from university records. Scholarships designated "Honors" are for students accepted into the UNCW Honors Scholars Program. Those students will be contacted by the Honors Scholars Program with further information. If financial need is part of the eligibility criteria for a scholarship, the Free Application for Federal Student Aid (FAFSA) must be filed by March 1st. You can file the FAFSA online at http://www.fafsa.ed.gov/. Most scholarships are awarded in the late spring or early summer for the upcoming academic year.

GENERAL SCHOLARSHIPS

The Alumni Association General Scholarship Program provides four $1,500 per year renewable scholarships. Selection is based on academic achievement, and school and community involvement. Applicants may be classified as in-state or out-of-state, and may be an incoming or current student. A 3.50 cumulative GPA is required for application in most cases. Scholarships are renewable if 3.50 GPA is maintained. All scholarships are based on merit. Applications may be secured from the UNCW Alumni Association Web site and must be completed and sent to the Alumni Relations office by the deadline as noted in the application.

The Alumni Association Athletic Scholarship provides two $1,500 awards to assist the University of North Carolina Wilmington athletic program meet its NCAA scholarship goals. Contact the director of Athletics.

The Alumni Association Fox Scholarship provides a $1,500 scholarship to an incoming or currently enrolled undergraduate student. The scholarship is in memory of Wilmington College's first graduate. Contact the Alumni Relations Office for an application.

The Alumni Association Jim A. Humphries Memorial Scholarship is a $1,500 scholarship for a rising junior or senior who has maintained a cumulative 2.50 GPA. The recipient must have demonstrated a strong record of achievement and involvement in campus leadership activities such as Greek affiliation, SGA or the Leadership Center. Contact the Alumni Relations Office for an application.

The Alumni Association Bob King Scholarship was created to honor Bob King for his long-term and significant support of the association and the university. This scholarship will be awarded primarily on the basis of academic achievement with additional consideration given to school and community involvement. Applicants may be incoming freshmen or currently enrolled UNCW students taking a minimum of 12 credit hours. All applicants must provide a high school or college transcript confirming a minimum GPA of 3.50. Applications and other information may be obtained from the UNCW Alumni Relations Office.

The Alumni Association Shinn Scholarship provides a $1,500 scholarship to an incoming or currently enrolled undergraduate student. An additional $500 is awarded for books. The scholarship is in honor of Dr. Gerald H. Shinn, professor of philosophy and religion at UNCW from 1967 to 1995. Dr. Shinn is UNCW's only faculty recipient of the O. Max Gardner Award, the highest teaching recognition given by the University of North Carolina Board of Governors. Contact the Alumni Office for an application.

The Alumni Association Pat Corcoran Smith Scholarship was created to honor Pat Corcoran Smith for her outstanding service as executive director of the association and the university's Alumni Relations Program. This scholarship will be awarded primarily on the basis of academic achievement with additional consideration given to school and community involvement. Applicants shall be incoming freshmen taking a minimum of 12 credit hours and must provide a high school transcript confirming a minimum GPA of 3.50. Applications and other information may be obtained from the UNCW Alumni Relations Office.

The Alumni Association Wilmington College Scholarship provides a $1,500 scholarship to an incoming or currently enrolled undergraduate student. The scholarship is in honor of Wilmington College alumni and faculty who attended or taught at this institution before it was accepted into the University of North Carolina System in 1969. Wilmington College was established in 1947. Contact the Alumni Relations Office for an application.

The Jennie Kure Bagley Scholarship was created by Mrs. Bagley to recognize both the founding of Wilmington College and its successor, the University of North Carolina Wilmington. The scholarship recipient will be chosen based on academic performance and documented financial need. The annual award is not renewable, and will be disbursed half in the fall and half in the spring semesters. Students admitted to UNCW do not need to complete an application for this scholarship.

Bedford Fair Endowed Scholarship provides a scholarship to an incoming freshman from a public high school in New Hanover County. Students should have made a contribution to their community through volunteer or service activities, have a proven academic average of 3.00 or better, and have established financial need by applying through the regular financial aid process. This scholarship may be continued with a 3.00 cumulative GPA at UNCW; therefore, it may only become available after the current recipient has graduated. Complete the Financial Aid and Veterans Services Office (FAVSO) web-based application to be considered.

Blackburn Brothers, Inc. Scholarship is awarded annually to assist with in-state tuition and fees. The scholarship shall be awarded yearly to a student who has lived at and had an address at Carolina Beach for the two years prior to applying for the scholarship. All recipients must have completed high school in New Hanover County. The scholarship is based on documented financial need and a record of community or school involvement. The award is for one year but may be renewed based on re-application by the recipient. Complete the Financial Aid and Veterans Services Office (FAVSO) web-based application to be considered.

The Board of Visitors Merit Scholarship was created to assist the Admissions Office in recruiting and retaining high ability students who have completed high school in North Carolina. The program is considered a merit scholarship and the recipients will be selected based on demonstrated academic ability, student activities and potential for leadership as defined by the Office of Admissions. The scholarships carry automatic renewal, for up to four years, based on satisfactory progress. Recipients shall be known as Board of Visitors Scholars. Students admitted to UNCW do not need to complete an application for this scholarship.

Boseman-Tenhuisen Scholarship is reserved for members of the campus based B-GLAD organization whose membership is open to all students. It requires a minimum 2.00 GPA. A committee of organizational members selects the recipient. Applications should be made directly to the campus B-GLAD advisor.

The Eliza Collins Scholarship is awarded yearly by the Financial Aid and Veterans Services Office (FAVSO) to several students who demonstrate scholastic ability and need.

Matthew Dale Donahue Scholarship Fund is available to a freshman or sophomore student who is a graduate of a New Hanover County or a southeastern North Carolina high school. The recipient will be selected based on documented financial aid need as determined by federal guidelines. Complete the Financial Aid and Veterans Services Office (FAVSO) web-based application to be considered.

Mae Rachel Freeman Scholarship is awarded to a full-time student who has demonstrated leadership qualities, a record of community involvement, and the transcendence of personal hardship to enhance minority presence at UNCW. Recipients with demonstrated interests in African-American heritage are considered. Additionally, the scholarship is restricted to graduates of high schools in New Hanover, Bladen, Pender, Columbus, Onslow, Brunswick, Sampson, or Duplin Counties. The recipient will be expected to have researched information concerning Mae Rachel Freeman and her contributions to the community and is required to submit three letters of reference. Incoming recipients must have an overall high school grade point average (GPA) of 2.80 on a 4.00 scale. Currently enrolled university students must have a 2.80 GPA on all college/university academic work. Complete the Financial Aid and Veterans Services Office (FAVSO) web-based application to be considered.

Eddie Godwin III Memorial Scholarship of $1,000 is awarded to a graduate of New Hanover High School. Applicants must be able to demonstrate financial need through the regular financial aid process. Applicants should also show evidence of self-help and acceptable academic standing. Though not required, athletic participation at the high school level is desirable. Because the scholarship may be renewed based on scholastic performance, a new recipient may not be named every year. Complete the Financial Aid and Veterans Services Office (FAVSO) web-based application to be considered.

The Mary Courtney Hardison Scholarship is intended for a female student who graduated from any accredited high school in New Hanover County. Preference will be given to a female student who has been active in high school activities, including organized athletics. Recipient(s) shall be selected based on a combination of academic achievement and demonstrated financial need. Complete the Financial Aid and Veterans Services Office (FAVSO) web-based application to be considered.

Robert High Properties Scholarship is awarded annually to assist with in-state tuition and fees. The recipient must be a graduate of a high school in North Carolina. The scholarship is based on need and a record of community or school involvement. Complete the Financial Aid and Veteran Services Office (FAVSO) web-based application to be considered.

Hilton Wilmington Riverside Scholarship is awarded to an incoming freshman based on merit and demonstrated high abilities. It is not renewable. Apply to the Office of Financial Aid and Veterans Services.

The J. K. Horne Family Merit Scholarship is an annually funded merit scholarship created by Mr. Horne to financially assist an incoming freshman student of proven academic ability, student activities and potential for leadership who has completed high school in North Carolina. The scholarship should support a student with a gift of $3,500 a year and is non-renewable. The award will be half in the fall and half in the spring semester. Students admitted to UNCW do not need to complete an application.

International Cabinet Scholarship is for students who have been accepted into a UNCW study abroad program that is approved by the Office of International Programs. It is a merit-based scholarship based on leadership potential and a demonstrated interest in international issues. Apply to the Office of International Programs.

The Interroll Corporation Scholarship will be awarded annually to a dependent of an Interroll employee. If no eligible student applies for the scholarship, it may be awarded to a student from southeastern North Carolina. The scholarship is valued at one half of published tuition and fees for non-employee children and full tuition and fees for employee children. Complete the Financial Aid and Veterans Services Office (FAVSO) web-based application to be considered.

The Douglas L. Johnson Memorial Scholarship was created by friends and family of Douglas L. Johnson to honor his memory and his service to his community and to the university. The recipient must have graduated from a North Carolina high school and have been accepted into UNCW as an undergraduate student. The recipient will be selected based on demonstrated financial need. Complete the Financial Aid and Veterans Services Office (FAVSO) web-based application to be considered.

The H.M. & Pearl Kyle Foundation Scholarship is awarded annually to a worthy and deserving student. It is the intent of the donors that the scholarship be awarded to a person who can establish some sense of need and who is from eastern North Carolina or eastern South Carolina. Because the scholarship may be renewed on the strength of academic performance and continued need, a new recipient may not be named every year. Complete the Financial Aid and Veterans Services Office (FAVSO) web-based application to be considered.

The Landfall Foundation Scholarship is created to help Landfall employees who are students enrolled at UNCW. Each recipient must be an employee in good standing of either the Country Club of Landfall or the Landfall Council of Associations, must have completed a probationary period of employment and currently works a minimum of ten (10) hours per week. All applicants must obtain a letter from the Country Club of Landfall or the Landfall Council of Associations, which confirms their eligibility and present it to the Financial Aid and Veteran Services Office (FAVSO). Returning students qualify for renewal if they continue to meet the Landfall

Foundation requirements and their cumulative grade point average at UNCW is maintained at 2.50 GPA or greater.

The Hans Langhammer Scholarship is an in-state scholarship designed to enhance minority presence on the UNCW campus. The scholarship is available to students in any academic discipline. Consideration will be given to financial need and academic potential. This scholarship may be renewed. Complete the Financial Aid and Veterans Services Office (FAVSO) web-based application to be considered.

The Lentz Family Memorial Scholarship was created by friends and family of Kenneth A. Lentz and Larry W. Lentz to promote their memory and to recognize the good service performed by Pi Kappa Phi Fraternity and to promote academic excellence among its members. The recipient must be in good standing with the UNCW chapter of Pi Kappa Phi and the fraternity's national office. Contact the UNCW chapter of Pi Kappa Phi for more information.

The James R. Leutze Merit Scholarships were established by the UNCW Foundation in honor and recognition of Chancellor Emeritus Leutze's outstanding thirteen-year service to the university. The fund provides a $9,000 scholarship for undergraduate and graduate students, who will be known as Leutze Scholars. The recipients will be selected based on documented academic ability; the undergraduate by the assistant vice chancellor for Admissions and the graduate student by the dean of the Graduate School. The scholarships may be renewable.

Jack and Carol Mills Scholarship is available to either an undergraduate or graduate student attending UNCW. Selection is based on merit and demonstrated financial need. Complete the Financial Aid and Veteran Services Office (FAVSO) web-based application to be considered.

National Spinning Company provides a scholarship award for a student who is a child of an eligible National Spinning Company employee. If there are no students who are children of National Spinning employees to apply, the scholarship may be awarded to a student from southeastern North Carolina. Complete the Financial Aid and Veterans Services Office (FAVSO) web-based application to be considered.

The Ralph H. Parker Scholarship was created and funded by alumni and friends of Ralph H. Parker, former director of the UNCW Office of Minority Affairs; to recognize his long-time service to UNCW. The scholarship is intended for any currently enrolled full-time UNCW student, is based on academic achievement and financial need. The recipient must have demonstrated the qualities of campus leadership as exemplified by Mr. Parker during his service to UNCW. Please contact the director of the Office of Campus Diversity for further information. Complete the Financial Aid and Veteran Services Office (FAVSO) web-based application to be considered.

The John and Constance K. Phillips Scholarship is available to students from any major with a preference given to non-traditional students. This scholarship covers tuition and fees, and is awarded to students based on: academic achievement; a commitment to complete their education; and demonstrated financial need. Recipients will be known as Phillips Scholars. Complete the Financial Aid and Veterans Services Office (FAVSO) web-based application to be considered.

Jack Pollock Scholarship is intended to provide support to students who are graduates of the Lake Waccamaw Boys and Girls Home who are enrolled as full-time students at UNCW. Recipients of the scholarship will be provided tuition, fees, and an annual book allowance. The scholarship and benefits are limited to eight semesters. Complete the Financial Aid and Veterans Services Office (FAVSO) web-based application to be considered.

The Rotary Club of Wilmington Scholarship (Int'l) is a $1,800 scholarship available to an international student. The recipient shall be selected by the Office of International Programs. It is expected that the recipient will be selected based on demonstrated academic merit and potential for service to their home country. Contact the Office of International Programs for information.

The Seventh Son Scholarship is funded annually and is to be given to a single parent who has at least one child, under the age of 10 living with him/her. No restrictions apply. Complete the Financial Aid and Veterans Services Office (FAVSO) web-based application to be considered.

The Dr. L. W. Upperman Scholarship is awarded annually to an incoming freshman resident of North Carolina to enhance minority presence at UNCW. Recipients with demonstrated interests

in African-American heritage are selected by members of the faculty. The scholarship is renewable for up to four years.

The Elizabeth Dudley Urquhart Memorial Scholarship Fund provides scholarship assistance to an academically talented student who demonstrates financial need. The recipient must have completed the last two years of high school in a New Hanover County public school. Complete the Financial Aid and Veterans Services Office (FAVSO) web-based application to be considered.

The Robert F. and Catherine Warwick Scholarship Fund is available to UNCW students who have graduated from a New Hanover County high school. The scholarship will be awarded on the basis of involvement in the Fellowship of Christian Athletes, evidence of leadership potential, moral force of character, scholastic ability, and documented financial need. Complete the Financial Aid and Veterans Services Office (FAVSO) web-based application to be considered.

HONORS SCHOLARSHIPS

Scholarships designated "Honors" are for students accepted into the UNCW Honors Scholars Program. Those students will be contacted by the Honors Scholars Program with further information. If financial need is part of the eligibility criteria, the Free Application for Federal Student Aid (FAFSA) must be filed. Most scholarships are awarded in the late spring or early summer for the upcoming academic year.

The Bank of America Merit Scholarships will be awarded each year to students in the UNCW Honors Scholars Program.

Leslie N. Boney, Sr. Scholarship is a merit-based scholarship available to participants in the Honors Scholars Program. Apply to the director of the Honors Scholars Program.

William Joseph Boney Memorial Scholarship is awarded to a UNCW student who graduated from a North Carolina high school. The scholarship is merit based and is intended to assist, recruit, and retain academically strong students who also demonstrate leadership potential. Financial need may be a secondary consideration.

Carl and Janice Brown Merit Scholarship is awarded to recruit and retain academically strong students in the College of Arts and Sciences.

The Emmett and Gladys Corbett Scholarship is intended to be a merit scholarship to recruit and retain academically strong students. The award is valued at $1,000 per academic year. Recipients may be eligible to receive the award for four years based on satisfactory merit progress.

The Champion McDowell Davis Scholarship is available to students from any major. This scholarship covers in-state tuition and fees, books, and other select expenses and is awarded to students based on academic achievement, leadership potential, and demonstrated financial need. This scholarship may be continued; therefore, it may not be available every year.

The Friends of UNCW Scholarship is a merit-based scholarship intended to allow the university to recruit and retain academically strong students. The recipient must be a North Carolina high school graduate and will be selected on criteria determined by the university. The scholarship is valued at $1,000 per academic year and the recipient may be eligible to receive the award for four years.

The George Henry Hutaff Honors Scholarship Fund is intended to provide scholarships for students enrolled in the Honors Scholars Program and will be administered by the director of the Honors Scholars Program.

Intracoastal Realty Corporation Scholarship is awarded on the basis of merit, financial need and the student must be a resident of New Hanover County. If a New Hanover County resident does not meet the criteria, other students will be considered.

Jefferies and Faris Associates Merit Scholarship is intended to provide a tuition and fees scholarship to an undergraduate UNCW student. Because the scholarship is renewable contingent on continuing satisfactory progress, a new recipient may not be named every year.

The Devereux H. Lippitt Scholarship is awarded annually to a North Carolina student based on academic achievement. This scholarship covers the in-state cost of tuition and fees and is given in memory of Devereux Haigh Lippitt by his family. This scholarship may be renewed; therefore, it may not be available every year.

The Lucile Murchison Marvin Scholarship is awarded each year to a student who has a grade point average of at least 3.00 and who demonstrates scholarship ability and financial need. This scholarship may be renewed; therefore, it may not be available every year.

The M.I.K.E. Scholarship, established by Congressman Mike McIntyre, is awarded annually to incoming freshmen who have excelled in the four distinct areas represented in the award's title: **m**oral force of character, **i**nspired leadership, **k**nowledge and superior academic performance, and **e**xemplary citizenship. The recipient will receive a one-time grant of $500.

The Dr. Robert A. Moore, Jr. Merit Scholarship is to assist in attracting academically gifted students. The scholarship is administered by the Honors Scholars Program.

The Edward and Pauline Nessleroade Merit Scholarship is available to an entering or continuing student with preference given to students who have a physical disability, exhibit academic excellence and demonstrate financial need. A continuing student must be in good standing and making satisfactory progress toward a degree.

The Porta-Nails, Inc. Scholarship is a merit scholarship for a student majoring in any four-year degree. Recipients shall be limited to Wilmington, NC residents of at least ten (10) years. The award is limited to one academic year. The selection will be made by the director of the Honors Scholars Program.

The Rotary Club of Wilmington Scholarship is a $1,800 scholarship available to a graduate of a North Carolina high school, who has demonstrated academic merit and has shown leadership skills and possesses good character. The recipient shall be nominated by the Office of the Honors Scholars Program. Preference will be given to the student with the highest demonstrated financial need.

The Wilmington East Rotary Club Scholarship is a merit scholarship subject to the criteria and guidelines adopted by the university. Recipient shall be an incoming freshman who has graduated from an accredited high school in New Hanover County or a New Hanover County student who has attained a high school equivalency grade.

The Wilmington West Rotary Club Scholarship is intended to attract and retain academically strong students and is awarded to a student from southeastern North Carolina based on academic achievement. The student may be considered for renewal with a minimum 3.00 GPA.

The Aaron and Elizabeth Silverman Scholarship Fund provides in-state tuition and fees scholarships to academically strong students. Scholastic achievement and graduation from an accredited North Carolina high school are the only criteria. The scholarship(s) can be awarded to a prospective student or to those students currently enrolled.

The Wade Stanely Honors Scholarship is a $2,500 annual award created by The Project Next Step Group, a league of executive recruitment firms located through Eastern North Carolina. Special consideration is given to students majoring in a business related course of study.

The Sunrise Homes, Inc. Scholarship is intended to provide undergraduate academic scholarships for students who enroll in the university Honors Program. First preference in awarding the scholarship will be given to a high school student from New Hanover, Pender, Columbus, and Brunswick Counties in North Carolina and Horry County, South Carolina. The acceptance of the scholarship is conditional on the student's promise to contribute to the scholarship fund after graduation.

Robert O. Walton, Jr. Scholarship is a merit-based scholarship for members in good standing of the UNCW Honors Scholars Program. The scholarship may be renewable based on satisfactory performance. Apply to the director of the Honors Scholars Program.

The Donald R. Watson Merit Scholarship is restricted to UNCW students who graduated from a North Carolina high school. Recipients are selected on the basis of leadership potential and academic achievement. The award will be for one year; however, the student may reapply contingent on academic performance. The award is based on merit.

The Wilmington Woman's Club Award is awarded to a New Hanover County high school graduate who demonstrates academic achievement and financial need. A recipient may continue to receive this scholarship if a 3.00 grade point average is maintained; therefore, a new recipient may not be named every year.

The W.R. and Naomi Mintz Yopps Scholarship is intended to assist a student enrolled in the Honors Scholars Program. Apply to the director of the Honors Scholars Program.

COLLEGE OF ARTS AND SCIENCES SCHOLARSHIPS AND AWARDS

Students may contact the appropriate academic department for the following scholarships. In some cases, no application is necessary; students will automatically be given consideration. It is recommended that students file a Free Application for Federal Student Aid (FAFSA). If financial need is part of the eligibility criteria the FAFSA must be filed by March 1st.

The William F. Adcock, Jr. Music Scholarship is awarded to a student who plans to graduate from UNCW with a major in music and who has no more than 36 hours to complete before graduation. The award will be based upon overall excellence in music, above-average academic record, and acceptable performance standards. Contact the Department of Music.

The Dr. T. Earl Allen, Jr. Scholarship is awarded to a physical education major of junior or senior standing on the basis of scholarship and community service. This scholarship is given in memory of Dr. T. Earl Allen, Jr. by his family and friends. Contact the Department of Health, Physical Education and Recreation.

The Applied Analytical Industries Chemistry Scholarship is a $2,000 annual in-state tuition, fees, and book allowance scholarship established for a senior chemistry major who has demonstrated excellence in analytical chemistry. Contact the Department of Chemistry.

The Dr. Sankey L. Blanton Scholarship was established in the Philosophy and Religion Department by Sankey L. Blanton III. A scholarship is given to a non-traditional student in the department based on financial need, academic merit, leadership, and character. Contact the Department of Philosophy and Religion.

T. J. Blackburn Memorial Scholarship is restricted to a senior or rising senior majoring in the Bachelor of Fine Arts in creative writing program. It is a merit based scholarship and is intended to reward a creative writer. Contact the Department of Creative Writing.

The Charles and Kay Bolles Marine Biology Scholarship is awarded annually to a marine biology major. The scholarship will be awarded with merit as a first consideration and need as a secondary consideration. Contact the Department of Biology and Marine Biology.

The Dovie P. Bowden Award is awarded to a biology or marine biology student of junior standing on the basis of scholarship and need. Contact the Department of Biology and Marine Biology.

The J. Rupert Bryan, Jr. Scholarship is awarded to a political science major with financial need. Candidates must be able to demonstrate creativity, curiosity, and academic worthiness. Contact the Department of Political Science.

The Kathleen Price Bryan Scholarship in Art and Theatre is available to applicants with a declared major under the Department of Art and Theatre who have a 3.00 GPA. The scholarship is awarded in full in the fall, and is renewable. Contact the Department of Art and Theatre.

The Cape Fear Garden Club, Inc. Scholarship is awarded to a rising junior who has declared a major in Biology and Marine Biology. The recipient must have at least a cumulative 3.00 GPA. Contact the Department of Biology and Marine Biology.

The Cape Fear Jazz Appreciation Society Scholarship in Music is established to foster jazz education to support students majoring in music within the jazz program. This scholarship is supported by the Cape Fear Jazz Appreciation Society and will support two $1,000 awards.

The Helena Riker Cheek Memorial Scholarship is awarded by the Department of Foreign Languages and Literatures to a student who demonstrates special ability in the area of foreign language study and overall academic excellence. This scholarship is given in memory of Helena R. Cheek by her family and friends. Contact the Department of Foreign Languages and Literatures.

The Levent Miguel Chen Scholarship in Music is an annual $500 scholarship awarded to a full-time music major with a concentration of applied study in viola. The recipient must have a minimum 2.50 GPA. A student interested in composing and/or involved with the Wilmington Symphony Orchestra is desirable. The scholarship will be awarded half in the fall and half in the spring. and may be renewable based on satisfactory performance of the candidate.

The John Colucci, Jr. Memorial Scholarship is awarded to a marine biology student. The recipient is identified by the department and may be awarded to graduate or undergraduate students. Contact the Department of Biology and Marine Biology.

The Computer Science Chairs Scholarship will be awarded annually at $1,000. The recipient must be a computer science major at UNCW and can be an undergraduate or graduate student. The scholarship is a merit scholarship and the recipient will be selected on demonstrated academic ability. Apply to the chair of the Department of Computer Science.

The J. Marshall Crews Scholarship for Science was established to honor Dr. J. Marshall Crews, an original member of Wilmington College and retired senior administrator of UNCW. Recipients must be rising juniors or seniors majoring in science (marine science, earth sciences, chemistry, mathematics, physics, physical oceanography or environmental science). It is merit-based and provides tuition, fees, books and supplies. The recipients will be known as Crews Scholars. Contact the department of Biology and Marine Biology.

Derick G. S. Davis Scholarship is a merit scholarship intended to recognize and award high ability students majoring in either parks and recreation management or therapeutic recreation. Consideration will be given to evidence of leadership and service. Recipients must have a minimum cumulative GPA of 3.00 and a minimum of a GPA of 3.20 in the major. Apply to the chair of the Department of Health and Human Applied Sciences.

The Gene T. and Elizabeth J. Fales Scholarship is awarded to a student who has declared a major in mathematics or pre-engineering and who has completed high school in North Carolina. Preference is given to students from New Hanover, Brunswick, Guilford or Randolph Counties. Scholarship is based primarily on need with merit secondary consideration. Contact the Department of Mathematics and Statistics or the Pre-Engineering Program.

The Shirley Gilbert Farr Scholarship is awarded to a full-time undergraduate student with a declared major in communication studies who is a single parent. The scholarship may be renewable based on satisfactory performance. Contact the Department of Communication Studies.

The Benjamin R. and Edith B. Graham Scholarship is awarded annually to a marine biology and an education major who has graduated from an accredited southeastern North Carolina high school. The award shall be based on academic achievement with financial need being a secondary factor. Contact the Department of Biology and Marine Biology.

The Louise Jackson Green Scholarship is awarded to an English major based on merit as a first priority, with exemplary moral character and leadership potential serving as secondary considerations. The student must be a formally declared English major with a concentration in literature and language and must be a rising junior or senior. Contact the Department of English.

The Jay Hensley Scholarship was established for the purpose of recognizing academic merit in the area of marine science. The scholarship will be awarded to a junior or senior full-time undergraduate student. First preference will be given to a high school student from New Hanover, Pender, Columbus, and Brunswick Counties in North Carolina and Horry County, South Carolina. Contact the Department of Biology and Marine Biology.

The Adrian D. Hurst Mathematics Scholarship is available to full-time rising juniors and seniors or graduate students in Mathematics and Statistics or in the Pre-Engineering transfer program. The award may be renewable, but is limited to four semesters. Contact the Department of Mathematics and Statistics.

The David G. Lindquist Scholarship in Biology was created in honor of David G. Lindquist, professor emeritus of marine biology of UNCW. This scholarship will be used to assist students majoring in biology within the College of Arts and Sciences and will be awarded annually in the amount of $500. This is a merit scholarship and will be divided equally into the fall and spring semesters. The recipient can be an undergraduate or graduate student and will be selected on demonstrated academic ability. Contact the Department of Biology and Marine Biology.

The Charles R. Long Scholarship is awarded to student(s) majoring in philosophy and religion. Scholarship(s) will be awarded based on a prospective student's need and academic potential as first priority. Leadership potential and citizenship shall be considered as additional factors in the selection process. This scholarship is offered on alternate years. Contact the chair of the Department Philosophy and Religion.

The Eunice T. and Marguerite B. MacRae Scholarship is a merit scholarship established by UNCW trustee Eunice T. MacRae to benefit students at UNCW who have formally declared a major in French. This scholarship shall be valued at in-state tuition and fees in effect during the year of the award. An annual allowance for books may be awarded. Additional criteria may be developed by the academic department. Scholarship awards may be renewable at the discretion of the department. Scholarship awards may be renewable at the discretion of the department. Contact the Department of Foreign Languages and Literatures.

The Dr. James Megivern Philosophy and Religion Scholarship is awarded on the basis of academic achievement to one or more departmental majors for use in defraying academic expenses.

Marjorie Megivern Scholarship is available as a merit scholarship for students who have declared a major in theatre and who have achieved at least a 3.00 GPA. Preference is given to students interested in theatre for young people and students from New Hanover County, Brunswick County or Pender County. Apply to the chair of the Department of Art and Theatre.

The Herbert and Shirley Mintzes Memorial Award is awarded to the rising sophomore with the highest standing in the Principles of Biology course (BIO 110). Contact the Department of Biology and Marine Biology.

The A. Carl Nelson Scholarship is awarded by the Department of Mathematics and Statistics. Selection criteria include academic excellence and extracurricular activities. Contact the Department of Mathematics and Statistics.

The New Hanover-Pender Medical Society Scholarship is offered to UNCW seniors of any major preparing for medical school. Contact the Pre-Medicine Program advisor.

Fletcher Norris Scholarship is available for students majoring in computer science. This is a merit scholarship and recipients must have an overall 3.00 GPA and at least a 3.20 GPA in computer science. Applicants must have completed 11 or more hours of core computer science beyond an introductory computer science course. Recipients must have at least one additional semester of study remaining. Apply to the chair of the Department of Computer Science.

The Ernest Stephen Prevost Scholarship is awarded to an undergraduate student majoring in chemistry. The recipient will be selected based on demonstrated financial need and proven academic ability. Contact the Department of Chemistry.

The Johanna Howerton Rehder Scholarship in Voice was established in honor and memory of Johanna Howerton Rehder, a UNCW student who died in her freshman year of study. The recipient must be a full-time student with an emphasis of study in the Department of Music in voice. A minimum 2.50 GPA is required. The scholarship is renewable based on satisfactory performance. Contact the Department of Music.

The Marla Rice-Evans Political Science Scholarship was created by Dave Robertson, Mark Griffis and friends to honor Marla Rice-Evans for her efforts to promote academic excellence. The recipient must be an incoming freshman with a 3.20 GPA, who has demonstrated an interest in political science with a preferred interest in international relations. This is a $1,000 nonrenewable merit scholarship to be used towards tuition. Information can be obtained from the chair of Political Science.

Scott Robertson Scholarship is available for an incoming freshman student from Pitt County, North Carolina who has demonstrated an interest in creative writing or music. The scholarship may be renewed based on satisfactory progress. Apply to the director of Financial Aid and Veterans Services.

The Bill and Mercer Rowe Scholarship is awarded to a chemistry major. The award includes in-state tuition, fees, and a book allowance. The recipient will be selected on the basis of academic achievement and documented financial need, as well as good character and leadership potential. No application required.

The Anne Green Saus Scholarship is awarded annually to an English major with a concentration in literature and language. The scholarship will be awarded with merit as the first consideration and need as a secondary consideration. The scholarship will be valued at the in-state tuition and fee rate in effect at the time of award plus a $200 book allowance. Contact the English Department.

The Erin Valentine Scholarship in Marine Biology was created by Ms. Jennifer Bradley in memory of her friend, Erin, and will be used to assist undergraduate students majoring in marine biology within the College of Arts and Sciences. The recipient must be a marine biology major at UNCW. The recipient will be selected on demonstrated academic ability. Contact the chair of the Department Biology and Marine Biology for more information.

The Violin-Viola Scholarship in Music is awarded to a new or currently enrolled student majoring in music with a concentration in the study of violin or viola performance.

The James E. L. Wade Scholarships in history and political science are awarded to high school seniors who have a B average or above on high school work, an interest in history or political science as a major, and financial need. The Wade Scholarships were created by Mr. Wade, who was an early business leader and former Wilmington mayor. Complete the Financial Aid and Veterans Services Office (FAVSO) web-based scholarship application to be considered.

The John Q. Walker Scholarship in Chemistry has been established to assist an individual who has indicated interest in majoring in chemistry or is a chemistry major. Selection of the recipient will be based on financial need and merit. The award will be provided half in the fall and spring semesters and is intended to cover most, if not all, the recipients' costs for tuition, fees, books, and supplies, and assist with room and board expenses. Contact the Department of Chemistry.

The Betty Jo Welch Communication Studies Alumni Scholarship is intended to provide an annual scholarship for a junior or senior majoring in communication studies to assist with tuition and fees. The recipient must demonstrate an overall scholastic achievement of 3.20 GPA or higher and must show demonstrated financial need and commitment to leadership and service within the campus community. Candidates for the scholarship will be asked to submit a brief summary of their accomplishments relevant to the selection criteria during the spring session. Contact the Department of Communication Studies.

The Wilmington Coca-Cola Scholarship Fund is intended to provide assistance to undergraduate and graduate students majoring in the humanities. Recipients will be selected based on character and leadership. Consideration will also be given to candidates who have shown evidence of self-help. The scholarship rotates between English, history, foreign languages, and philosophy and religion. Contact the Department of Foreign Languages and Literatures.

Earl Bernard Wilson Scholarship is available to a married student who is majoring in physics. Requirements include a minimum of 2.00 GPA on all work attempted at UNCW. Demonstrated financial need will be considered a factor. Apply to the director of Financial Aid and Veterans Services.

The Wright Corporation Scholarship is awarded to a chemistry major. Contact the Department of Chemistry.

CAMERON SCHOOL OF BUSINESS SCHOLARSHIPS AND AWARDS

Students may contact the Cameron School of Business for information and application instructions regarding the following scholarships:

Sheila A. Adams Scholarship is available to a student who is active in the Trans Atlantic Business School Alliance in the Cameron School of Business. Recipients must have declared a major within one of the programs of the Cameron School of Business. Applications may be made through the dean of the Cameron School of Business.

The BB&T (Branch Banking and Trust) Scholarship Fund will award scholarships annually based on funds available and with reference to the rate of in-state tuition and fees. Preference shall be given to a rising junior or senior in the Cameron School of Business with at least a 3.00 GPA.

The Victor G. Collins Scholarship was created in memory of Victor G. Collins and will be used to assist students majoring in accounting within the Cameron School of Business. The recipient must have been accepted into the Cameron School of Business, indicated a commitment to major in accounting and have demonstrated academic ability. Contact the chair of the Department of Accountancy and Business Law for more information

The First Citizens Bank Scholarship is an annually awarded scholarship to a student majoring in economics of finance. The scholarship is renewable, not to exceed two years, contingent on

continuing satisfactory academic progress. Preference will be given to a high school student from New Hanover or Pender Counties in North Carolina.

The Frank Dunne, Jr. Memorial Scholarship is intended to be a merit scholarship awarded annually to a rising junior, senior or graduate student accepted into the Cameron School of Business who has demonstrated high scholastic ability, need, strong character, and be supported by recommendations by the faculty of the Cameron School of Business. The scholarship is renewable for a period not to exceed two years, contingent on continuing satisfactory academic progress.

Beth Dow Fortenbery Memorial Scholarship provides support for an entering female freshman student from North Carolina or Virginia who must have made a formal commitment to enroll in one of the programs offered through the Cameron School of Business and to participate in one of the UNCW sponsored international programs.

The Gerald and Delores Green Scholarship is a merit-based scholarship intended to provide for in-state tuition and fees for a student that has been accepted into the Cameron School of Business and a commitment to majoring in accounting.

The Roger P. Hill Scholarship is awarded annually to a rising junior or senior business student on the basis of scholastic ability, character, and recommendations by the faculty. Special consideration is given to non-traditional students beginning or returning to academic study.

The Hughes Brothers, Inc. Scholarship is awarded annually to an incoming freshman who plans a business concentration and covers tuition, fees, books, housing, and meals. The scholarship criteria are: 1) graduated from an approved North Carolina high school, 2) academic ability, 3) need, and 4) high potential for leadership.

The Independent Insurance Agents of North Carolina (IIANC) Scholarship is awarded to a rising junior or senior in the Cameron School of Business with a demonstrated interest towards a career in insurance, and a resident of North Carolina. The recipient must have at least a 2.50 GPA.

The Information Systems and Operations Management Scholarship is awarded to a rising junior or senior in the Cameron School of Business. This is a merit scholarship, with need, exemplary moral character and leadership potential serving as secondary considerations.

The Institute of Management Accountants (Wilmington Chapter) Scholarship is to be awarded for in-state tuition and fees for a rising junior or senior enrolled in the Cameron School of Business with a demonstrated commitment towards a career in accounting and financial need.

The J. W. Jackson Scholarships are awarded annually to rising junior, senior, or graduate students in the Cameron School of Business. The scholarship is designed for students with high academic potential. Students awarded this scholarship are eligible to reapply.

The Bruce Overstreet Jolly, Sr., Memorial Scholarship is an annual scholarship created by Mr. and Mrs. Edwin Jeffress Jolly. The recipient must be a rising junior, senior, or graduate student in the Cameron School of Business. Undergraduates majoring in marketing or accounting and all graduate students, with a special consideration given to a student also involved in academic study of political science, are eligible. This is s merit scholarship with financial need being a secondary consideration. The award is to be $500 per semester and may be renewable.

The June and Turner Johnson Scholarship shall be considered a need- based scholarship subject to the criteria and guidelines adopted by the university in determining financial need. The scholarship is limited to graduates from one of the New Hanover County high schools (public or private). The student must be accepted into the Cameron School of Business and must have chosen to major in accountancy.

The Norman R. Kaylor Scholarship is limited to graduates from one of the New Hanover County high schools (public or private). The student must be accepted into the Cameron School of Business and must have chosen to major in accountancy or management and marketing.

The Stephen and Kathleen Kelbley Scholarship is a merit-based scholarship intended to provide for in-state tuition, fees and books for a rising junior or senior with a declared business major.

The Mary R. King Memorial Scholarship is a merit-based scholarship for female students who are rising juniors or seniors in the Cameron School of Business. It is valued at in-state tuition

and fees. The recipient must have graduated from a high school in Southeastern North Carolina.

The Charles R. Long Scholarship is awarded to student(s) majoring in accountancy. Scholarship(s) will be awarded based on a prospective student's need and academic potential as first priority. Leadership potential and citizenship shall be considered as additional factors in the selection process. Value of the scholarship will be determined based on annual earnings. Students should contact department chair. Preference will be given to applicants from Southeastern North Carolina.

The Lower Cape Fear Human Resources Scholarship will be awarded to a full-time student (minimum 12 hours) and classified as a junior or senior. Recipients must have a minimum overall GPA of 3.00, and have defined career objectives, preferably in Human Resources. Contact the chair of the Department of Management and Marketing.

Michelle K. Moody Scholarship is available to a female student who has been accepted into the Cameron School of Business. Selection will be based on merit and demonstrated academic ability. Applications should be submitted through the dean of the Cameron School of Business.

The Pearson and Patterson Group at Merrill Lynch Business Scholarship is an annual scholarship created by Chad Pearson and Paul Patterson to assist students in the Cameron School of Business who are majoring in economics, finance, management, accounting, or marketing. This is a merit scholarship with financial need being a secondary consideration and is to be awarded $500 per semester. It is renewable subject to academic performance.

The RBC Centura Bank Honors Scholarship is valued at $2,500 annually and is designated for business majors attending the Cameron School of Business. Eligible recipients must be from regions in North Carolina served by Centura Bank.

The J. Elwood Walker Scholarship is awarded annually to a student in the Cameron School of Business with preference given to an accounting major. The recipient must be academically gifted, have a strong character and be supported by recommendations by the faculty of the Cameron School of Business.

The Mary McDuffie Walker Scholarship is awarded annually to a rising junior or senior in the Cameron School of Business who demonstrates scholastic ability and strong character.

Michael W. Ward Family Scholarship is available for a student who has been accepted into the Cameron School of Business. Recipients will be selected based on merit and demonstrated academic ability. Applications should be submitted through the dean of the Cameron School of Business.

The Robert F. Warwick Accounting Scholarship was created by family and friends of Robert F. Warwick to honor his contributions to both UNCW and the accounting profession, and is intended to reward academic merit. The recipient must have been formally accepted into either the undergraduate accounting program or the Masters of Science in Accountancy within the Cameron School of Business. First preference should be given to students who attended a New Hanover County high school. The award will be half in the fall and half in the spring semester.

The Harold W. Wells and Son International Business Scholarship was created by Harold and Ellen Wells. The recipient must have been accepted into one of the Cameron School of Business International Programs. Contact the office of the dean of the Cameron School of Business for more information.

The Sally R. Wilkins Scholarship is awarded annually to a female student pursuing a business or professional career. Applicants must have clearly designed academic goals and be able to demonstrate financial needs.

The Wilmington Shipping Company Scholarship, established in memory of Ernest W. Newman, is awarded annually to a rising junior or senior business student with an indicated academic and career interest in international business. Applicants must be residents of North Carolina and eligible for in-state tuition. The recipient will be determined by scholastic ability, financial need, and recommendations from the faculty.

WATSON SCHOOL OF EDUCATION SCHOLARSHIPS AND AWARDS

Students may contact the Watson School of Education, Dean's Office, for information regarding the following scholarships:

The Alumni Association Watson School of Education Scholarships offers two $500 scholarships to students who have been accepted into the UNCW Watson School of Education. Contact the Watson School of Education for an application.

The James Ozborn Carr Scholarship is awarded to students in the Watson School of Education. Character and leadership potential will be factors in determining recipients. The scholarships are restricted to graduates of southeastern North Carolina high schools. The scholarships are designed to attract and retain academically strong students.

The Gene S. Clontz Education Scholarship was created by Alex Hall and Maria Clontz Hall to be used in assisting students majoring in education in the Watson School of Education. This scholarship is a merit scholarship and will be awarded $500 annually.

The Ann Royer Corley Scholarship is awarded to a student accepted into one of the education programs at the Watson School of Education to either an undergraduate or graduate student.

The Delta Kappa Gamma Beta Chi Education Scholarship is a merit scholarship created by the Beta Chi Chapter of Delta Kappa Gamma to assist students majoring in education at the Watson School of Education. The recipient should be a North Carolina resident and a prospective teacher with senior class standing and a GPA of 3.20 or higher, and will be selected on demonstrated academic ability. Preference will be given to a student from New Hanover County or Southeastern North Carolina.

The Delta Kappa Gamma (Beta Phi Chapter) Scholarship is established by the Beta Phi Chapter of Delta Kappa Gamma to assist a female student who has been accepted into Watson School of Education. The scholarship is based on need and is renewable. The amount of the scholarship is based on available fund income. Recommendation is made by the Financial Aid and Veterans Services Office (FAVSO) with input from the Watson School of Education.

The Delta Kappa Gamma Scholarship (Theta Chapter) is intended to be a merit scholarship for students who have been accepted into the Watson School of Education and is preparing for a career in teaching. Applications should be made to the dean of the Watson School of Education.

The Herbert and Sylvia Fisher Scholarship is awarded to an undergraduate student accepted into the Watson School of Education who is preparing for a career in teaching with demonstrated academic ability. It will be funded for $1,000 annually.

The Kathryn Jason Scholarship is awarded to a student accepted into the Watson School of Education Teacher Preparation Program, and possesses demonstrated financial need, has graduated from a high school within Brunswick, Bladen, Columbus, Duplin, New Hanover, Onslow and Pender or Sampson Counties.

The Benjamin R. and Edith B. Graham Scholarship was established by Frederick B. Graham in memory of his father and mother to recognize and encourage academic excellence. Recipients shall be graduates of a southeastern North Carolina high school. The award shall be based on academic achievement with financial need being a secondary factor. Inquiries should be made to the chair of the appropriate major department.

The Lee V. Landing Scholarships are awarded annually to elementary, middle school, or special education majors who have been accepted into the UNCW Watson School of Education. Recipients are selected on the basis of academic achievement as first consideration with financial need a secondary factor.

The Dorothy P. Marshall Scholarship is awarded to a junior or senior in the Watson School of Education who has demonstrated scholastic ability.

The North Carolina Sorosis Woman's Club Education Scholarship is a merit scholarship. The recipient must be a Watson School of Education student that is in good academic standing, shows promise as a teacher, hopes to continue into a career of teaching, and should be of sophomore standing or higher. Preference will be given to students from New Hanover, Brunswick, Pender, Duplin, Onslow, Columbus, or Bladen Counties.

The Progress Energy Education Scholarship (for Science and Math) was created by Progress Energy to promote teacher training in science and math. The recipient must be formally

accepted into the Watson School of Education pursuing an education degree in either science or mathematics at the K-12 level and will be based on demonstrated academic achievement. Contact the office of the dean of the Watson School of Education for more information.

The Jay M. Robinson Scholars Program was created by friends of Dr. Robinson to perpetuate his memory and long service to North Carolina education at both the public school and university level. The recipient must have indicated a commitment to become a teacher or north educational administrator in the state of North Carolina. The selection will be made based upon demonstrated academic ability, with need as a second consideration. Recipients will be known as Robinson Scholars. Contact the office of the dean of the Watson School of Education for more information.

The Betty Holden Stike Scholarship is awarded to a student accepted into the Watson School of Education who shows promise of excellence in education and has demonstrated academic achievement and financial need.

The Ann Durant Walker Scholarship Award is awarded by the Alpha Psi Chapter of Alpha Delta Kappa to a junior or senior majoring in special education. The scholarship is given in memory of Ann Durant Walker who helped develop the Special Education Program in New Hanover County.

The Donald R. Watson Merit Scholarships are awarded to students who have been accepted into the Watson School of Education or as a UNCW Teaching Fellow. The award is based on merit.

SCHOOL OF NURSING SCHOLARSHIPS AND AWARDS

Students may contact the School of Nursing for information and application instructions regarding the following scholarships:

The Caroline B. and Joseph F. Augustine Scholarship was created in memory of Hetty Bishop Muldoon, RN, by Joe and Carolyn Augustine, and in appreciation for their family's significant involvement in nursing over many years and with the realization that nursing care is critical to the citizens of this country. The recipient must have been accepted into the School of Nursing, have demonstrated a commitment to the nursing profession and will be selected on demonstrated academic ability. Contact the dean of the School of Nursing for more information.

The Charlotte Emily (Billie) Burney Memorial Scholarship, started by family and friends of the late Billie Burney, is awarded annually as a tuition scholarship to a student in the field of nursing. No application required.

The Jonathon deMeza Nursing Scholarship is based on merit as a first consideration and need as secondary. Apply to School of Nursing for tuition and fees scholarship.

The Forty and Eight Nursing Scholarship is an academic scholarship established by Voiture 245, the Forty and Eight of American Legionnaires, in joint memory of Voyageur Militaire, John H. McInnis and Miss Dorothy Dixon, and is open to nursing students who graduated from high school in New Hanover, Pender, or Brunswick County. No application required. The selection is made by the School of Nursing.

The Hilda W. Fredericks Scholars Program was established to support scholarships and grants for nursing education for UNCW students. Full-time rising seniors are eligible to apply. Applicants must have a cumulative GPA of 3.00 or better and complete the application process.

Henry Harrell Scholarship is available to a student who has been accepted into the UNCW School of Nursing and enrolled for the fall semester of the nursing (junior year) in the pre-licensure program. It is renewable, based on the student's satisfactory progress in the first year of the nursing major. Applications should be made to the dean of the School of Nursing.

The Jean Jordan Nursing Scholarship (sponsored by the New Hanover-Pender Medical Society Auxiliary) is awarded to a nursing student who is a resident of New Hanover or Pender County and who demonstrates financial need and scholastic ability. Contact the School of Nursing.

Angela Christine King Scholarship is available to a student who has been accepted into the pre-licensure program at the UNCW School of Nursing. Applications should be made to the dean of the School of Nursing.

William Allen King Nursing Scholarship was created by Mr. Joe L. King III in memory of his brother. The recipient must be an undergraduate accepted into the UNCW School of Nursing. This is a merit scholarship and the recipient must have an overall grade point average of 3.0 or better on a 4.0 scale. The scholarship may be renewed, based on competitive process. The School of Nursing will select the recipient; apply to the dean.

The Ministering Circle Scholarship makes awards on the basis of scholastic ability, financial need, and recommendation to rising senior nursing students accepted in the School of Nursing at UNCW. Inquiries should be directed to the School of Nursing.

The Dr. R. T. Sinclair, Jr., M.D. Scholarship is awarded to a student accepted in the UNCW nursing program as either an undergraduate or graduate student. Must be a graduate from a high school or be a permanent resident in Bladen, Brunswick, Columbus, Duplin, New Hanover or Pender Counties. Must have maintained a 3.25 GPA to be eligible for renewal.

The Edith Graham Toms Scholarship is a memorial scholarship awarded to an outstanding nursing student. This scholarship is valued at the in-state rate for tuition and fees plus books and supplies. Applicants must be admitted into the School of Nursing. No application required.

The Theresa Bentsen Warrick Memorial Nursing Scholarship is awarded to a nursing student demonstrating financial need and proven academic and clinical achievements. Applicants must be graduates from North Carolina high schools and present an overall grade point average of at least 2.50. No application required.

R. Bertram Williams, Jr., M. D. Scholarship is available to a student who has been accepted in the pre-licensure program at the UNCW School of Nursing. The scholarship is based on merit and demonstrated academic ability. Applications should be made to the dean of the School of Nursing.

STUDENT AFFAIRS SCHOLARSHIPS

The Margaret Walthour Lippitt Scholarship is awarded to a student who has received the New Student Leader Award. Recipients shall be selected by the Leadership Center. For more information regarding the scholarship and application process including deadlines, contact the Center for Leadership and Education and Service.

The Martha M. Duncan Leadership Scholarship is awarded to a student who is active in the affairs of the Student Leadership Center. Recipients shall be selected by the Leadership Center. For more information regarding the scholarship and application process including deadlines, contact the Center for Leadership and Education and Service.

The Non-Traditional Student Leadership Scholarship was created by Albert and Dana McKoy to recognize non-traditional student leaders who are current members of the Non-Traditional Student Organization (NTSO) at UNCW. An award of $500 will be granted each spring. Applicant must be a currently enrolled, degree-seeking student at UNCW, in good standing with the university; student must be a current dues-paying general member of the NTSO, who meets the organization's definition of a non-traditional student; student must be nominated by a fellow NTSO member, or may nominate oneself; applicant shall have demonstrated exemplary leadership and character, improving the university community for the non-traditional student population; student must plan to attend UNCW in the fall following receipt of the award; student must submit a one-page application, and provide consent to have his/her judicial and academic records reviewed by the Office of the Dean of Students; previous awardees are not eligible. Contact Commuter and Non-traditional Student Services for further information.

SCHOLARSHIPS AWARDED BY OFF-CAMPUS AGENCIES

The following scholarships are awarded to UNCW students by off-campus agencies. Unless otherwise noted, completing the Financial Aid and Veterans Services Office (FAVSO) scholarship application online will be necessary to be considered for these scholarships.

The Order of Isaac Bear Scholarship is offered yearly to a descendent of a full-time Wilmington College student who attended at any time between September 1947 and June 1969, or a descendent of a full-time faculty member who taught at any time between September 1947 and June 1969. The applicant must be a full-time junior, senior, or a graduate student at UNCW and have a minimum 3.00 GPA.

The Cape Fear Hospital Auxiliary Nursing Scholarship is an annual scholarship in the amount of $2,000. It is sponsored by the Cape Fear Hospital Auxiliary. Contact the director of volunteer services for New Hanover Regional Medical Center for information.

The Delta Sigma Theta Sorority Scholarship was established by the Theta Iota chapter of Delta Sigma Theta Sorority for the purpose of increasing minority female enrollment. Students from high schools in Brunswick, New Hanover, and Pender Counties and high schools of the current members in the sorority may apply. The recipient will be selected based on the combination of proven academic achievement, community service, and school involvement.

The GlaxoSmithKline Women in Science Program was established to encourage women to enter the sciences. Recipients must have a 3.00 GPA, and will be assigned a woman mentor from GlaxoSmithKline, Inc.

The Guilford Mills Scholarship will be awarded to a Guilford Mills regular associate or the child of Guilford Mills regular associates. The scholarship covers in-state tuition and fees and room and board. The recipients must be majoring in business administration or computer science. Applications must be received by mid-March each year. Contact Guilford Mills for an application.

Italian Heritage Society of Cape Fear Scholarship shall solicit and receive applications from students who are interested in applying for this scholarship which is intended to recognize an Italian American student. The scholarship is merit based. Apply directly to the Italian Heritage Society of Cape Fear.

The North Carolina Nurse Scholars Program was established by the General Assembly to provide college scholarships for outstanding high school graduates and other persons interested in becoming a registered nurse. Scholarships are based upon academic merit. Application forms for the scholarship are available in the nurse education departments, guidance offices in high schools in North Carolina, and from the State Education Assistance Authority and the Financial Aid and Veterans Services Office. Scholarships are valued at $3,000 to $5,000.

The North Carolina Prospective Teacher Scholarship/Loan Program provides assistance to prospective North Carolina teachers. The program provides up to $2,500 per year in loan funds which will be canceled if the student teaches in North Carolina public schools after graduation. The program is administered by the Department of Public Instruction. Inquiries regarding the program should be directed to N.C. Prospective Teachers Scholarship Program, State Department of Public Instruction, Raleigh, NC 27611. To be eligible for this program a student must be enrolled full-time and be a North Carolina resident. The application deadline is in early February for the following academic year. Special application materials are necessary and may be obtained in mid-December, from the Financial Aid and Veterans Services Office.

The North Carolina Sheriff's Association Undergraduate Criminal Justice Scholarship is an annual nonrenewable scholarship awarded on the basis of financial need and academic achievement. First preference goes to an applicant who is a son or daughter of any law enforcement officer killed in the line of duty. Second preference will be given to a son or daughter of any sheriff or deputy sheriff who is deceased, retired, or currently active in N.C. law enforcement. Third preference shall be given to any N.C. resident criminal justice student who has financial need and demonstrates academic achievement.

The North Carolina Teaching Fellows Program is designed to identify talented students interested in teaching and to assist those students in becoming teachers by the award of scholarship/loans for four years of undergraduate study, repayable through the means of service. Award recipients will receive annual awards up to $6,500 for each of their four college years subject to legislative appropriation. Consideration under this program is given to entering freshmen. Interested applicants should contact their high school guidance office in the beginning of their senior year.

The Nursing Education Scholarship/Loan Program provides assistance to prospective North Carolina nurses. The recipient must be able to demonstrate need through the regular financial aid process. The program provides loans, which will be canceled if the recipient practices full-time in North Carolina after graduation. Contact the Financial Aid and Veterans Services Office (FAVSO).

The David W. And Anne B. Pearsall Scholarship shall be awarded to an incoming freshman that has exhibited leadership in their community and demonstrated academic excellence and must be a graduate of a high school in Pender County, North Carolina. A list of Pender County students accepted at UNCW will be forwarded to the superintendent of the schools for review and a recommendation.

The Beatrice Sharpless-Moore Scholarship is awarded by the managers of the Sharpless-Moore Foundation, and is designed to recognize African American students for their commitment to higher education and their community. This scholarship will provide a non-renewable $1,000 support for the freshman year to students who have graduated from a New Hanover County high school, who have demonstrated academic excellence in their high school studies, with a minimum 3.00 GPA, and who have been active in their community. Candidates may obtain forms to apply for this scholarship from the Office of Financial Aid.

The Matthew Shepard Memorial Scholarship is sponsored and awarded by Grow: A Community Service Corporation for gay or lesbian students and includes in-state tuition, fees and a book stipend. Recipients must be actively involved in working for social/political change with the gay and lesbian community. A committee from Grow selects the recipients. For applications contact Grow, 341-11 S. College Road, Suite 182, Wilmington, NC 28403.

The Wilmington Kiwanis Club Scholarships are awarded annually to an entering freshman. The recipient must be a graduate of a public high school in New Hanover County. The scholarship will be based on both academic ability and a demonstrated financial aid need. If satisfactory progress is made recipients may apply to have the scholarship renewed. Recipients are selected by the Wilmington Kiwanis Club. Contact club at P.O. Box 7192, Wilmington, NC 28406.

The Wilmington Rotary Club, Cape Fear, Scholarship. Contact club at P.O. Box 7192, Wilmington, NC 28406.

EMPLOYMENT

The Federal Work-Study Program, which is federally funded, provides part-time jobs on the UNCW campus or off campus with community service organizations, for students who have demonstrated financial need. To be eligible for Federal Work-Study, a student must be enrolled in a degree or teacher certification program and must be a U.S. citizen or an eligible non-citizen. Students who submit a Free Application for Federal Student Aid (FAFSA) and indicate interest in this program are automatically considered.

The Institutional Work Program, also known as the Work Assistant Program, makes funds available for campus jobs for students regardless of financial status. These funds are allocated to departments with the selection of student work assistants determined by those departments. Students interested in the program should direct inquiries to the Career Services Office.

Off-Campus Employment is coordinated by the Office of Career Services. Part-time jobs, summer employment, internships and full-time opportunities are listed for students through the Career Services office, and are available through the internet in any UNCW computer lab or other computer with web access. Students seeking work experiences are encouraged to find work or volunteer experiences that will aid in their academic and career exploration.

LOANS

Federal Parent Loans for Undergraduate Students (PLUS). Parent loans may be secured to assist in covering educational costs. Parents may borrow up to the cost of attendance minus all other financial assistance. In determining eligibility, the credit worthiness of the borrower is of primary importance. Families should complete a Free Application for Federal Student Aid (FAFSA) to initiate the application process.

Federal Subsidized Stafford Loans provide students with long-term, low-interest loans. Under this program, a student may borrow up to $2,625 as a freshman, $3,500 while a sophomore, and $5,500 for junior or senior status. All borrowers are required to complete the regular financial aid process to establish their eligibility based on financial need. Repayment of the Stafford Loans begins six months after a student ceases to be enrolled at least half-time. The interest on the loan begins at the time of repayment and is calculated annually with a cap of 8.25

percent. There are a variety of repayment plans. A portion of the loan may be cancelled upon completion of employment under certain terms and conditions. Students who complete the Free Application for Federal Student Aid (FAFSA) are automatically considered.

Federal Unsubsidized Stafford Loans expand the Stafford Loan Program for students who do not demonstrate need, as determined by federal guidelines. Even though the unsubsidized Stafford Loan carries the same loan limits and interest rate as the subsidized Stafford Loan, interest is charged while the student is enrolled. There are a variety of repayment plans. A portion of the loan may be cancelled upon completion of employment under certain terms and conditions. Students who complete the Free Application for Federal Student Aid (FAFSA) are automatically considered.

Federal Perkins Loans provide students with long-term, low-interest loans for educational expenses. Under this program students may borrow up to $4,000 per year and a total of $20,000 for undergraduate study. Repayment begins nine months after graduation or withdrawal from school, and the borrower may take up to 10 years to repay the loan. The interest rate is five percent and begins accruing nine months after graduation or withdrawal from school. All or part of the loan may be canceled for service in certain professions. Applicants must complete the regular financial aid process. To be eligible for a Federal Perkins Loan, a student must be enrolled in a degree or certification program and must be a U.S. citizen or eligible non-citizen. Unlike the Federal Stafford Loan Program, Federal Perkins Loan funds are limited and are usually awarded to early filers with the greatest need. Students who complete the FASFA are automatically considered.

Non-Federal Loans are often referred to as alternative loans because they represent an alternative to the federal loan programs. The Federal William D. Ford Direct Loan Program (Stafford Loans and Parent Loans (PLUS)) generally provide more favorable terms and conditions than non-federal loans. For that reason, we *strongly recommend* students and their families first apply for federal loans using the Free Application for Federal Student Aid (FAFSA) before considering non-federal loans. Non-federal loans may be helpful to students who need to borrow more than allowed under the federal loan programs and those students who are ineligible for federal loans. A very small percentage of students are ineligible for federal loans. The most common reason for this ineligibility is failure to meet UNCW's satisfactory academic progress policy.

The North Carolina Student Loan Program for Health, Science and Mathematics provides financial assistance to North Carolina residents who demonstrate need as determined by the Board for Need-Based Medical Student Loans. Loans are available for study in the medical fields, mathematics and science programs that lead to a degree. Additional information can be obtained by writing or calling: The Student Loan Program, P.O. Box 14223, Research Triangle Park, North Carolina 27709, (919) 549-8614. The application deadline is in early spring for the following academic year.

The Nursing Education Scholarship/Loan Program provides assistance to prospective North Carolina nurses. The recipient must be able to demonstrate need through the regular financial aid process. The program provides loans, which will be canceled if the recipient practices full time in North Carolina after graduation. Applicants should contact the Financial Aid and Veterans Services Office for specific information.

The William L. Anderson Barlow and Mellie Hill Barlow Fund provides interest-free loans to eligible candidates when repaid within 10 years after graduation or last enrollment in a degree program. Eligible candidates include priority consideration for full-time students who are orphans or raised in orphan-like conditions and who need financial assistance in securing a college education. Applicants from single-parent homes may also be considered as may other categories of students depending on the availability of funds. A separate application is required and may be obtained from the Financial Aid and Veterans Services Office.

The Marshburn Nursing Loan Fund provides monies to a nursing student/students identified by the dean of the School of Nursing as needing financial assistance to complete the program. The student would be eligible for a no-interest loan to complete his/her training. Repayment of the loan must be made within 24 months from the date he/she ceases enrollment at UNCW.

The John and Belle Shishko Student Loan was created by John and Belle Shisko as a forgivable loan to a rising junior in the Department of Biology and Marine Biology who has at least a cumulative 3.00 GPA. If the student earns a 3.00 GPA, that semester's loan is forgiven and does not have to be repaid. It is the intent of the donors to fund the loan program to cover in-state tuition and fees for one semester with the option of renewing for three additional semesters if the student maintains grade and performance requirements. Students may apply to the Department of Biology and Marine Biology.

VETERANS EDUCATIONAL BENEFITS

The Financial Aid and Veterans Services Office (FAVSO) in James Hall provides certification for educational benefits to veterans and/or their dependents, enrolled at the University of North Carolina Wilmington. The Veterans Services coordinator is concerned with the recruitment and retention of veterans at the university and ensuring that they successfully complete their educational program. Financial Aid and Veterans Services assist students receiving educational benefits under Chapter 35 (Dependents), Chapter 32 (VEAP), Chapter 1606 (reservists from all branches of the services, and Chapter 30 (individuals who served on active duty). Veterans who feel they have an entitlement should check with their local VA Office, the Regional Office in Atlanta (1-888-GIBill1) or the VA certifying official at their local educational institution.

Two exceptions to the above are:

- A veteran who has a 20 percent or greater disability due to service connected cause(s) may be eligible for benefits under Chapter 31. Check with the Veterans Affairs Regional Office (1-800-827-1000).
- Veterans who served on active duty prior to December 31, 1976 and with unbroken service between July 1, 1985 and June 30, 1988 may be eligible for a combination of benefits: the Vietnam era GI Bill and the Montgomery GI Bill (Chapter 34 and 30).

A goal of the Financial Aid and Veterans Services Office (FAVSO) is to assist students eligible for veterans' benefits with counseling regarding their coursework and benefits while they work to successfully complete their desired educational objective within the guidelines of the North Carolina State Approving Agency. The monitoring of attendance, successful completion of courses and the pursuit of appropriate curricula are required. Services to veterans and dependents include referrals to peer and professional counseling, employment, community outreach services, tutorial services and special programs for educationally disadvantaged veterans.

All students receiving VA educational benefits are required to complete their class schedules each semester and to ensure prompt and timely correspondence between UNCW and the Veterans Administration. Veterans/dependents should make an appointment with the Veterans Services coordinator if they need personal counseling regarding their financial aid/VA benefits. **Changes in the veteran's course of study must be cleared with the Veterans Services coordinator to ensure continuation of benefits.** For further information about veteran benefits and eligibility requirements, students should contact the Veterans Services coordinator at (910) 962-3177, Fax (910) 962-3851 or e-mail to: veterans@uncw.edu.

SATISFACTORY ACADEMIC PROGRESS (SAP) FOR FINANCIAL AID ELIGIBILITY

The Standards of Satisfactory Academic Progress for Financial Aid (Undergraduate)

Federal regulations require the university to establish Standards of Satisfactory Academic Progress (SAP), involving both qualitative (cumulative grade point average) and quantitative (hours earned compared to hours attempted, and a maximum time limit) elements. This requirement applies to all applicants for any federal assistance, including Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Federal Work-Study, the William D. Ford Direct Loan Program, which includes the Federal Stafford and Unsubsidized Stafford Loans for students, and Federal PLUS Loans for parents of undergraduate students. The same

standards may apply to all assistance from the State of North Carolina and all other aid that is determined by the Financial Aid and Veterans Services Office. These standards do not apply to campus employment, which is not based on "financial need." If a student has obtained a scholarship, grant, or loan from any other source, they are encouraged to contact that source regarding their academic progress requirements. It is the student's responsibility to stay informed of the university's SAP standards and to monitor their own progress.

To be eligible for financial aid at UNCW, whether or not aid was received in the past, students must be in compliance with all three of the following areas: cumulative GPA, hours earned, maximum time limit.

I. Cumulative Grade Point Average (GPA)

Students must maintain the minimum cumulative grade point average established by UNCW for satisfactory progress toward graduation requirements. This is specified on the University Retention Chart, page 78. These standards are consistent with academic standards required for graduation.

II. Hours Earned (Compared to Hours Attempted)

We recommend students earn at least 31 hours per academic year in order to graduate in four years. To remain eligible for financial aid, students must earn at least 75% of total cumulative hours attempted.

For financial aid purposes, the following definitions and conditions apply:

- To earn hours at UNCW, one must receive a grade of A, B, C, or D (including "+" or "-"). All other grades/symbols, including F, I, W, WF, AU, or Z, do not earn hours.
- Classes from which a student withdraws after the drop/add period count as attempted but not earned hours. Therefore, withdrawing from classes after the drop/add period will negatively affect students' ability to satisfy the hours earned standard.
- Audited courses count as attempted but not earned hours. Therefore, auditing classes will negatively affect students' ability to satisfy the hours earned standard.
- When a student repeats a course, the total attempted hours will increase with each repeat, but the student may only earn hours for a successfully completed course once. Therefore, repeating courses may negatively affect students' ability to satisfy the hours earned standard.
- Math 100/English 100 - When students enroll in these courses, the credit hours will count as attempted but not earned. However, these courses will not negatively affect students' ability to satisfy the hours earned standard.
- Accepted transfer credit will count as both attempted and earned hours.

III. Maximum Time Limit

To remain eligible for financial aid, undergraduate students must complete their degree requirements for the first baccalaureate degree within 150 percent of the published length of their academic program. At UNCW, this means that students in programs whose published length requires 124 hours for graduation will be eligible for financial aid during the first 186 attempted hours as an undergraduate. All attempted hours are counted, including transfer hours, whether or not financial aid was received, or the course work was successfully completed. This also applies to students admitted under the five-year rule since their attempted hours will include hours attempted during prior enrollment. Students who do not graduate after attempting 186 hours are no longer eligible for federal or state aid.

Annual SAP Reviews

At the end of the spring semester, a year-end review is completed, and students who are out of compliance with one or more of the SAP standards become ineligible for further financial aid until all deficiencies are remedied. The Financial Aid and Veterans Services Office sends written notification of ineligibility to students at their permanent addresses as well as e-mail modifications as listed in official university records in the Registrar's Office.

Regaining Eligibility for Financial Aid

To regain eligibility for financial aid, a student must consult with a financial aid counselor to determine the appropriate alternatives. **Cumulative GPA's** can only be improved by course work at UNCW. **Hours earned** deficiencies may be made up by attendance at UNCW or another institution. However, if enrolling elsewhere, the student must complete the appropriate transient study forms and have the course work preapproved by UNCW prior to enrolling at the other institution. Following completion of course work elsewhere, the student must request that an academic transcript be sent to the UNCW Registrar's Office. Once deficiencies have been remedied, the student must notify the Financial Aid and Veterans Services Office (FAVSO) and request reinstatement of eligibility. This process begins when all grades and credit hours are officially recorded at UNCW.

Once the **maximum time limit** standard has been exceeded, financial aid eligibility ends, even if the student is in compliance with the other two standards.

Appeals

Federal regulations allow for certain cases in which the school may waive the standards. Specifically, if a student's failure to be in compliance with one or more areas of satisfactory academic progress is due to events beyond the student's control, such as a student's extended illness, serious illness or death in the immediate family, or other significant trauma, and if such mitigating circumstances can be appropriately documented for the specific term(s) in which the deficiency occurred, the student may appeal to the Financial Aid and Veterans Services Office (FAVSO). Eligibility may be regained by appeal. *Contact the Financial Aid and Veterans Services Office (FAVSO) to obtain a Satisfactory Academic Progress (SAP) Appeal form.*

POLICY ON RETURN OF TITLE IV FUNDS

Federal financial aid funds are awarded with the expectation that students will complete the entire period of enrollment. Students "earn" a percentage of the funds they are disbursed with each day of class attendance. When a student who has received federal financial aid funds (Title IV Funds) leaves school before the end of the semester or period of enrollment, federal law requires UNCW to calculate the percentage and amount of "unearned" financial aid funds that must be returned to the federal government. Once a student has completed more than 60% of the enrollment period, students are considered to have earned all funding received. This calculation may have the effect of requiring the student to repay funds that have already been disbursed to the student. Students are encouraged to meet with their financial aid counselor prior to making the decision to withdraw from school.

UNIVERSITY REGULATIONS

Students are responsible for knowing and abiding by the policies included in this catalogue.

ACADEMIC HONOR CODE

The University of North Carolina Wilmington is committed to the proposition that the pursuit of truth requires the presence of honesty among all involved. It is therefore this institution's stated policy that no form of dishonesty among its faculty or students will be tolerated. Although all members of the university community are encouraged to report occurrences of dishonesty, honesty is principally the responsibility of each individual.

Academic dishonesty takes many forms, from blatant acts of cheating, stealing, or similar misdeeds to the more subtle forms of plagiarism, all of which are totally out of place in an institution of higher learning. Reporting and adjudication procedures have been developed to enforce the policy of academic integrity, to ensure justice, and to protect individual rights. Complete details may be found in the current *Code of Student Life* and in the *Faculty Handbook*.

ADVANCED PLACEMENT

The University of North Carolina Wilmington participates in the advanced placement programs of the College Entrance Examination Board. A brochure listing the examinations, required minimum scores, course equivalents, and credits awarded is available through the Office of Admissions or online at www.uncw.edu/reg. A freshman who scores three or above on the Advanced Placement test will receive appropriate college credit and advanced placement. Students taking Advanced Placement tests should have the score reports sent to the Office of the Registrar for evaluation concerning placement and credit. Individual departments have determined the specific courses for which credit will be given.

Students who are talented and well prepared may also receive credit for a variety of courses by achieving a passing score on one of the College-Level Examination Program (CLEP) tests. Tests are offered and can be registered for monthly at the Student Development Center.

Students who have been exempted with credit from courses at an accredited college or university may be exempted with credit from appropriate courses at the University of North Carolina Wilmington, as outlined in the test brochure. When the exemption is based on a test result, the student should have a copy of the score report sent to the Office of Admissions. In those cases in which a student has demonstrated knowledge of a particular field by more advanced course work, exemptions may be granted on an individual basis by the appropriate department chairperson.

Supplementary foreign language credit: Students who complete, with a grade of "C" or better, a French, German, Latin or Spanish course numbered 201 or higher (excluding 209, 210, 211, and 212) and who have received no AP credit, no transfer credit, and no prior credit at UNCW in that language shall be granted supplemental credit as follows:

- For completion of a 200-level course, the student shall receive three credit hours for the prior course in the sequence.
- For completion of a 300-level course, the student shall receive six credit hours for 201 and 202.

This credit may be used to fulfill basic studies requirements.

Supplementary mathematics credit: Students who complete MAT 161 with a grade of "C" (2.00) or better and who receive no advanced placement credit, no transfer credit, and no prior credit at UNCW in mathematics will receive credit for MAT 115. Students who complete MAT 162 with a grade of "C" (2.00) or better and who receive no advanced placement credit, no transfer credit, and no prior credit at UNCW in mathematics will receive credit for MAT 161. Students who complete MAT 261 with a grade of "C" (2.00) or better and who receive no advanced placement credit, no transfer credit, and no prior credit at UNCW in mathematics will receive credit for MAT 161 and 162.

ADVISING

Students and their advisors confer when necessary, but they should confer at least once before every registration period to review goals, plans for achieving them, and any problems encountered or anticipated. Students have the responsibility to understand and meet the requirements for the curriculum under which they are studying and should seek advice as appropriate.

AUDITING

The auditing of courses without credit is approved by special permission of the registrar and of the instructor involved. Individuals not regularly enrolled as students in the university who wish to audit courses will be classified as special students and will be required to pay regular tuition and fees. Auditing by special students is restricted to classroom-based courses only. No distance education or computer-based courses may be audited by special students. These individuals must complete all registration and any other administrative processes in person at the Office of the Registrar. University students in regular status will be permitted to audit courses and must pay the same tuition and fees required for credit courses.

CANCELLATION OF COURSE REGISTRATION POLICY

An instructor of any course may cancel a student's registration in his/her course if the registered student fails to attend the first class meeting of the term and fails to notify the instructor of his/her desire to remain enrolled within 24 hours of the class meeting time. Student appeals resulting from emergencies or other extenuating circumstances will be considered on a case-by-case basis in the appropriate dean's office. Students who wish to drop or withdraw from a class should not assume they have done so by not attending the first class or subsequent classes.

The appropriate dean's office should notify the relevant department chairperson of late-arrival students who cannot attend the first class meeting because of illness or other reasons approved by a dean of the college or the professional schools or the dean of students.

If cancellation action is taken by an instructor, the registration openings resulting from this action will be offered to students seeking enrollment in the courses during the official drop/add period.

CHANGE OF MAJOR OR MINOR

For students assigned to the General College for advising, all requests for a declaration of major or option, the declaration of a double major or the declaration of a minor in the College of Arts and Sciences must be completed in the General College office. For students beyond General College, the change of major or option, the declaration of a double major, or the declaration or change of a minor in the College of Arts and Sciences or a professional school must be completed in the Office of the Registrar. The only exception is for students changing from one department in a professional school to another department in the same school. These requests must be completed in the office of the dean of that school. Students are advised to consult with their advisor in the original major before changing majors.

CHANGE OF NAME AND ADDRESS

It is the obligation of every student to notify the Office of the Registrar in writing of any change in name or of permanent mailing address. Documentation in the form of a valid driver's license or voter registration card is required for name changes. Addresses may be updated by way of the Student Information Access on SEAWEB.

CLASS ATTENDANCE

Students are expected to be present at all regular class meetings and examinations for the courses in which they are registered. All faculty members are responsible for setting policy concerning the role of attendance in determining grades for their classes. It is the responsibility of the students to learn and comply with the policies set for each class for which they are registered.

CLASSIFICATION OF STUDENTS

Students are classified as freshmen, sophomores, juniors, and seniors. Semester hours passed are used to determine these classifications. In order to graduate in eight semesters, a student must average 31 hours each year.

The required number of hours passed for each classification is as follows:

Less than 27 semester hours credit — Freshman
From 27-58 semester hours credit — Sophomore
From 59-88 semester hours credit — Junior
More than 88 semester hours credit — Senior

CODE OF STUDENT LIFE

The *Code of Student Life* is the primary source of information regarding the rights, responsibilities, and expected levels of conduct of students in the university community.

CONVERSION FROM UNCLASSIFIED STATUS

An unclassified student who has not previously attended another college or university and has met all requirements for admission as a degree candidate may apply to convert to degree status upon completing a minimum of 15 credit hours with a "C" (2.00) average or better on all work attempted. This minimum 15 credit hours must include English 101 and three hours of basic mathematics with a grade of "C" (2.00) or better in each of these courses.

An unclassified student who has previously attended another college or university and has met all requirements for admission as a degree candidate may apply to convert to degree status if the student has completed English 101 and three hours of basic mathematics with a "C' (2.00) or better in each of these courses and if the student has achieved a grade point average of at least 2.00 on all work attempted at all institutions attended.

Unclassified students intending to pursue a degree are advised to apply for degree status prior to the application deadline established for the semester. Acceptance into certain degree programs will depend on the student's prior college performance. See also section on DEGREE PROGRAMS AND REQUIREMENTS in this catalogue.

DEAN'S LIST

To be included in the Dean's List at the close of each semester, students must meet one of the following criteria:

a. Students carrying 12-14 hours must earn a grade point average of 3.50 or better with no grade less than B (3.00).
b. Students carrying 15 hours or more must earn a grade point average of 3.20 or better with no grade less than B (3.00).
c. Students participating in the Honors Program who are carrying 12-14 total hours but are not receiving a grade for the current semester of honors work shall be eligible for the Dean's List if their grade point average on the remaining 9-11 hours otherwise meets current standards for the Dean's List.

Students carrying 11 hours or fewer are not eligible for the Dean's List.

DECLARATION OF MAJOR

Undergraduate students must declare and be accepted into a major field of study before or during the semester that they complete 45 semester hours of credit. Students will not be allowed to preregister or register for the following semester until a major or a pre-major has been declared. Additional advising may be required prior to registration for continuing students who have completed 30 hours or more and have not declared a major or a pre-major.

Transfer students are required to select a major or a pre-major at the time of admission to UNCW. Advising of transfer students is done within the chosen major field.

Schools, departments and programs with admission requirements have a pre-major, and that academic unit provides discipline-specific advice. Students accepted into pre-major status

should have a high probability of completing the admission requirements in the major within two semesters of acceptance.

DEGREES WITH DISTINCTION

Three degrees with distinction are granted to graduating students based on all work attempted in meeting requirements for the degree as follows:

Cum Laude for an overall average of 3.50

Magna Cum Laude for an overall average of 3.70

Summa Cum Laude for an overall average of 3.90

Degrees with distinction are granted to transfer students under the following conditions:

1. The student must have the required overall average on all work attempted (including all transfer courses attempted).
2. The student must have the required average on work attempted at the University of North Carolina Wilmington.

Grades issued by a foreign institution are not calculated into the UNCW grade point average in determining degrees with distinction.

Students who complete the Departmental Honors Program satisfactorily will be graduated "With Honors" in the discipline in which the special work is undertaken.

Students who complete the University Honors Program will have the additional designation "University Honors."

DETERMINING ENROLLMENT STATUS

Because the university must officially respond to requests for a determination of a student's enrollment status from outside agencies as well as university offices, the following policy is provided:

UNDERGRADUATE—REGULAR TERM

Full-time status requires a minimum enrollment of 12 credit hours.

Half-time status requires a minimum enrollment of 6 credit hours.

UNDERGRADUATE—SUMMER SCHOOL

Full-time status requires a minimum enrollment of six credit hours per summer session.

Half-time status requires a minimum enrollment of three credit hours per summer session.

Enrollment status for determining financial aid eligibility is calculated across both mini sessions in the summer term.

E-MAIL

The University of North Carolina Wilmington regards e-mail as an official method of communication with students, staff and faculty. The UNCW e-mail address is the official address for faculty, staff and student electronic communications. Faculty, staff and students assume full responsibility for the decision to forward e-mail, and any failure to receive e-mail communications due to an alternative e-mail service does not necessarily constitute a defense for failure to respond. While e-mail is an official method of communication, it is not the only official method of communication and does not exclude alternate methods such as written or oral communications. All members of the university community must maintain good e-mail management habits and adhere to the standards of responsible use specified in the UNCW Responsible Use of Electronic Resources Policy http://www/uncw.edu/sp.admproc/Its100.htm if the institution is to maintain a quality, collaborative computing environment.

FINAL EXAMINATION POLICY

University policy requires the scheduling of final examinations. Under this policy, the final examination schedule provides a three-hour period for each examination and allows a maximum of four examinations per day. The length of the final examination, up to a maximum of three hours, is at the discretion of the instructor.

The final examination schedule is published at the beginning of each semester. Courses offered during the day have final examinations during the day. Night courses have final examinations at night.

A student who is scheduled to take three or more final examinations in one calendar day may have one or more rescheduled so that no more than two per day are required. To reschedule an exam the student must notify the three (or four) instructors and the appropriate dean(s) of this desire at least two weeks before the beginning of the final examination period. It will be the responsibility of the instructors, working with the student, to reschedule the exam(s) and so inform the student and the appropriate dean(s) at least one week before the beginning of the final examination period.

Rescheduling of a final examination for an entire class may be done only with the approval of the appropriate dean.

GRADE APPEAL PROCEDURE

Any student considering a grade appeal should understand that each faculty member has the academic freedom and responsibility to determine grades according to any method, chosen by the faculty member, which is professionally acceptable, communicated to everyone in the class, and applied to all students equally. However, prejudiced or capricious academic evaluation by a faculty member is a violation of a student's rights and is the valid ground for a grade appeal.

Any student who contests a course grade shall first attempt to resolve the matter with the instructor involved. Failing to reach a satisfactory resolution, the student may appeal the grade in accordance with the procedures outlined below. These procedures are not to be used in cases involving student academic dishonesty. An appeal must be made no later than the last day of the next succeeding regular semester. Grades not appealed by that time become permanent.

The student shall present the appeal in writing to the chairperson of the department within which the contested grade was awarded. The written statement shall limit itself to citations of evidence pertaining to the valid ground for the appeal. By conferring with the student and the instructor, the chairperson will seek resolution by mutual agreement.

Failing such resolution the department chairperson shall transmit the written appeal to the appropriate dean who will convene the Grade Appeals Committee.

The Grade Appeals Committee shall consist of the convening dean and five faculty members appointed by the dean. If the committee affirms the instructor's decision, the dean will notify in writing the faculty member, the student, and the department chairperson as appropriate. If the committee supports the student's appeal, it shall prescribe the method by which the student will be reevaluated. The grade resulting from the prescribed reevaluation is final and may not be further appealed.

GRADES AND REPORTS

Unless modified in accordance with established procedures, each grade assigned by faculty (including a grade of "W" or a grade in a course that has been repeated) is permanent and cannot be removed from a student's official record or transcript.

The University of North Carolina Wilmington uses the grade point system and semester hour credit for calculating student achievement. Plus (+) or minus (-) grades may be awarded at the discretion of the faculty. Grade symbols used are the following:

Grade	Grade Points*	
A	4.00	Excellent
A-	3.67	
B+	3.33	
B	3.00	Good
B-	2.67	
C+	2.33	
C	2.00	Average

C-	1.67	
D+	1.33	
D	1.00	
D-	0.67	Passing
F	0.00	Failure
I	0.00	Incomplete
IP	0.00	In Progress (Honors Project)
W	0.00	Withdrawn
WF	0.00	Failure/Late Withdrawal
NR	0.00	Not Reported by Faculty
Z	0.00	Under Appeal
P	0.00	Satisfactory Work

*Earned grade points equal quality points

The grade point average (GPA) is determined by dividing the accumulated number of grade points (quality points) earned by the accumulated number of quality hours. Hours for which grades of "F" or "WF" have been assigned are included in the calculation of the GPA. Grades of "I", "IP", "W", "NR", "Z" and "P" are not included in the calculation of the GPA.

At the discretion of the instructor, a student may be given a grade of Incomplete when the work in the course has not been completed for reasons beyond the control of the student. All incomplete grades must be removed according to a deadline established by the instructor, not to exceed one calendar year from the end of the semester in which the Incomplete was given, otherwise the "I" becomes "F" and cannot be changed. A student must not register for the class when attempting to remove a grade of Incomplete. No student will be allowed to graduate with an Incomplete grade on his/her academic record. Such grades that have not been resolved at the time of graduation will be converted to an "F." If a student meets graduation requirements, despite the "F," the appropriate degree will be awarded.

An "IP" is assigned to departmental honors projects (499) in semesters other than their final one. Upon successful completion of the entire project, "IP" grades from previous semesters are converted to letter grades, and grade points are retroactively awarded.

Grades of "P" and "F" can be assigned to internships designated by a 498 number as described in the section on Internships. The credit hours earned with a "P" will count towards the number of hours required to graduate, but will be excluded from the computation of the GPA. Grades of "F" will be included in the computation of the GPA.

Term grades may be accessed via SEAWEB.

INDEBTEDNESS

All indebtedness to the university must be satisfactorily settled before a diploma or transcript of record will be issued.

LATE REGISTRATION AND DROP/ADD

Late registration and drop/add occur during the first week of each academic term. The dates are limited to those announced in the university calendar of events and as announced by the Office of the Registrar. During this period, late registration, drop/add and audit-only students are processed.

OFF-CAMPUS COURSES

Students may be permitted to earn credits toward degree requirements at UNCW through course work at extension campuses and at other two- and four-year colleges and universities in the United States and abroad, as well as through correspondence courses. To receive permission, a student must complete the "Permission for Transient Study" form and obtain the approval of his/her department chairperson (or the director of the Center for Academic Advising) and dean prior to registering for the course. The permission form must be on file in the

Office of the Registrar prior to the student's leaving campus. See also Residency Requirement.

ORIENTATION

All new students (freshmen, transfers and unclassified) are required to attend an orientation program prior to the beginning of their first term. The purpose of orientation is to acquaint students with academic requirements, campus services, and involvement opportunities. During orientation, students will work with an academic advisor, take placement tests as needed, and register for classes. Students will receive a mailing with the orientation schedule and orientation registration information.

POLICY STATEMENT ON ILLEGAL DRUGS

In accordance with policy adopted by the Board of Governors of the University of North Carolina and the Board of Trustees of UNCW, disciplinary proceedings against a student, faculty member, administrator, or other employee will be initiated when the alleged conduct is deemed to affect the interest of UNCW. The penalties that may be imposed range from written warnings with probationary status to expulsion from enrollment and discharge from employment.

The full text of the policy appears in the *UNCW Policies and Procedures Manual* (http://www.uncw.edu/sp/admproc/Msc120.htm), the *Faculty Handbook,* VIII.C.3 (http://www.uncw.edu/fachandbook/policies/state/drugs.htm), and in both the electronic and print forms of the *Code of Student Life* (http://www.uncw.edu/stuaff/doso/code/).

PREREGISTRATION

Preregistration for students currently enrolled for academic credit is held each semester at specified times. Prior to preregistration all students receive special instructions and preregistration materials in their student mailboxes. Students prepare a course program, submit it at an appointed time to their advisors for review, and complete the preregistration process. Students who complete preregistration and pay fees by the designated date are registered, except in the event that they are declared academically ineligible, at the end of the preceding semester.

PROGRESS TOWARD GRADUATION IN FOUR YEARS

To graduate in four years, the student must successfully complete all graduation requirements and an average annual course load of 31 semester hours. This course load requires the student to take approximately 15-16 hours per semester or earn hours through summer enrollment. Among the factors responsible for extending the time necessary to complete degree requirements beyond four years are a student's late decision to change majors, requiring additional course work; part-time employment while enrolled; family responsibilities; and unilateral decisions to take fewer than the recommended average of 15.5 hours per semester.

REGISTRATION

Registration occurs immediately prior to each term and is limited to the time period specified in the university calendar of events and other days as announced by the Office of the Registrar. This process is for students who did not preregister or are new to the university. Classes may not be added after the last day of registration. Degree students may take up to 18 hours without restriction. Students who have a cumulative grade point average of 3.50 or higher may be allowed, with special permission of the appropriate dean, to carry up to 21 semester hours.

Cancellation of Registration Due to Failure to Pay Tuition and Fees

Students who fail to pay or make suitable arrangements for payment of tuition and fees will have their registrations cancelled. Non-payment does not constitute official withdrawal from the university. If a student registered, but decides not to attend UNCW, the student MUST notify the Registrar's Office in writing prior to the first day of the term. Please see Charge for Late Payment of Tuition and Fees in the section on EXPENSES, subsection, Tuition and Fees.

RELEASE OF "DIRECTORY INFORMATION"

The University of North Carolina Wilmington has routinely made public certain information about its students. Typically, UNCW releases the names of students who are selected by the various honorary societies, receive scholarships, make the Dean's List, hold offices, or are members of athletic teams. The December and May commencement programs publish the names of persons who have received degrees from UNCW during the year.

The Family Educational Rights and Privacy Act defines the term "directory information" to include the following information: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. The university will make public information about each student limited to these categories in ways such as those described above. Of course, information from all these categories is not made public in every listing.

Students who do not wish to have their "directory information" made public without their prior consent must complete a "Request To Prevent Disclosure Of Directory Information" form in the Office of the Registrar.

Family Educational Rights and Privacy Act (FERPA)

Certain personally identifiable information about students ("education records") may be maintained at the Office of the President of the University of North Carolina, which serves the Board of Governors of the university system. This student information may be the same as, or derivative of, information maintained by a constituent institution of the university; or it may be additional information. Whatever their origins, education records maintained at the Office of the President are subject to the federal Family Educational Rights and Privacy Act of 1974 (FERPA).

FERPA provides that a student may inspect his or her education records. If the student finds the records to be inaccurate, misleading, or otherwise in violation of the student's privacy rights, the student may request amendment to the record. FERPA also provides that a student's personally identifiable information may not be released to someone else unless (1) the student has given a proper consent for disclosure or (2) provisions of FERPA or federal regulations issued pursuant to FERPA permit the information to be released without the student's consent.

A student may file with the U.S. Department of Education a complaint concerning failure of the Office of the President or an institution to comply with FERPA.

The policies of the Office of the President of the University of North Carolina concerning FERPA may be inspected in the office at each constituent institution designated to maintain the FERPA policies of the institution. Policies of the Office of the President may also be accessed in the Office of the Secretary of The University of North Carolina, Office of the President, 910 Raleigh Road, Chapel Hill, NC 27515-2688.

Further details about FERPA and FERPA procedures at the Office of the President are to be found in the referenced policies. Questions about the policies may be directed to Legal Section, Office of the President, The University of North Carolina, Office of the President Annex Building, 910 Raleigh Road, Chapel Hill, NC (mailing address P.O. Box 2688, Chapel Hill, NC 27515-2688; telephone: 919-962-4588).

REPEATING OF COURSES

Students who receive a grade of "C" (2.00) or better in a course may not repeat the course but may audit without credit. Students who repeat a course in which they have earned credit or for which transfer credit has been awarded, will have the status changed to audit during the term the course is repeated.

Students who receive a grade below a "C" (2.00) in a course taken at UNCW may repeat the course at UNCW. The first five times a student repeats courses the previous grade and hours of credit for the repeated course will not be used in calculating the student's grade point average and hours toward graduation. All grades shall remain on the student's transcript.

In interpreting the policy it is to be understood that:

1. the term "first five times" means
   a. that the policy is automatically operative for a student the first time that the student repeats a course and continues through the fifth time a student repeats a course, and
   b. that the five repeats may involve five different courses or fewer courses repeated more than once;
2. a student may go beyond 5 course repeats, but such repeats will not enjoy the privilege of the policy;
3. all students will be able to enjoy the benefits of this policy irrespective of prior course repeat activity;
4. this policy does not govern the repeating of graduate courses (see the Graduate Catalogue for the appropriate policy).

Students enrolled in a special topics course for a grade replacement must enroll in the same topic for which they originally received an unsatisfactory grade.

Note: A failing grade received owing to admitted or adjudicated academic dishonesty shall not be replaced if the course is repeated. Both the penalty grade and the new grade shall appear on the student's transcript and count in the student's grade point average. A student may not appeal the policy stated in this paragraph to any faculty or administrative level.

REQUIREMENTS FOR A DOUBLE MAJOR OR A DOUBLE DEGREE

A student may elect to major in two separate disciplines with the permission of the chair of each of the departments and on the condition that the student meets all requirements for each major. A student who completes 124 hours and all requirements for more than one major in the same baccalaureate program will have only one degree conferred, but all majors will be printed on the transcript.

A student who completes 124 credit hours and meets all requirements for majors in different baccalaureate programs may have both degrees conferred. A student may not simultaneously receive two different baccalaureate degrees within the same department (e.g., a B.S. and a B.A. degree).

A student may not normally receive a second baccalaureate degree in a department in which a degree has been earned previously. An exception may be made only when a department has an established policy regarding the circumstances in which a second degree may be awarded.

A student who returns to the university after the initial graduation to complete the requirements for a second major may have the additional major added to the official record upon written notification from the department chairperson that all departmental requirements have been met satisfactorily. A new or replacement diploma will not be issued.

REQUIREMENTS FOR ANOTHER BACCALAUREATE DEGREE

A student with a baccalaureate degree from UNCW may receive another baccalaureate degree if it is a different degree and a different major. The student must meet all the requirements for the second degree and major, including course work that meets the spirit of UNCW's current basic studies requirements.

REQUIREMENTS FOR GRADUATION

Application for graduation must be filed in the Office of the Registrar on or before the dates specified in the university calendar. Online applications may be submitted from www.uncw.edu/reg.

Students may qualify for the bachelor's degree by completing successfully (1) the basic studies requirements, (2) the residency requirement, (3) an approved course of study in an academic major, (4) a minimum of 124 semester hours of credit, and (5) a minimum grade point average of 2.00.

Graduation will be certified at the end of the term in which all academic requirements are complete. Upon completion of all requirements, the student will receive either the Bachelor of

Arts, the Bachelor of Fine Arts in creative writing, the Bachelor of Music, the Bachelor of Science, or the Bachelor of Social Work degree.

In advising and registering students, the deans, the registrar and faculty advisors try to make certain that every student who intends to graduate from the university registers for those courses which are required for a degree. The student, however, must assume the final responsibility for meeting the graduation requirements set forth in the university catalogue.

A student who enrolls at the University of North Carolina Wilmington during any academic year and who earns credit for work done during the year may graduate under the provisions of the entering catalogue or under any subsequent catalogue, provided all graduation requirements are completed within six years of the expiration date of the catalogue chosen.

Students may be allowed to participate in the graduation ceremony if they have completed requirements for graduation or if they are expected to meet the graduation requirements with the completion of one course of up to four hours during the term immediately following the graduation ceremony. Students who are one course short must notify the registrar by the end of the seventh week of the semester of their intent to participate in the ceremony. Their names will not be published in the Commencement Program.

RESIDENCY REQUIREMENT

To qualify for the bachelor's degree, students must complete at least the following coursework offered through the University of North Carolina Wilmington: (1) 15 semester hours in the major at the 300-400 level and (2) a total of 31 semester hours. Exceptions to requirement (1) may be made only with the approval of the department chair and the appropriate dean. Requirement (2) may not be waived.

RETENTION, DISMISSAL AND READMISSION

The University of North Carolina Wilmington both encourages and requires scholarship. In order to remain at the university, all students enrolling fall 2001 and later must meet the grade point requirements outlined below.

RETENTION CHART

Total Quality Hours and Transfer Hours	Required Grade Point Average for Eligibility To Continue in the University	Warning
1-26	1.50	1.50-1.99
27-58	1.75	1.75-1.99
59-88	1.90	1.90-1.99
89 or more	2.00	

Full-time students (at least 12 hours) who do not earn at least a 1.00 semester GPA and pass at least nine academic hours in any semester will be reviewed by the appropriate dean to determine academic eligibility.

Transfer students are placed in the above retention chart based on total hours transferred from all institutions attended. Transfer students' grade point averages are computed only on quality hours attempted through the University of North Carolina Wilmington.

Students who do not meet the minimum grade point requirement for retention at the conclusion of the spring semester will be declared ineligible. The student will be allowed to make up deficiencies during this university's summer sessions immediately following the spring semester in which the ineligibility was declared. If such deficiencies are not removed after the completion of the summer sessions, the student will be suspended from the university and must sit out the following fall and spring semesters. A suspended student may apply for re-enrollment for the following fall semester. Readmission is contingent upon the availability of space. Suspended students may enroll in any summer session. Re-enrollment forms are available in

the Admissions Office. To ensure enrollment consideration, students should submit the forms to the Admissions Office by May 1 for the fall semester or December 1 for the spring semester. If a student is allowed to re-enroll, he/she must see an academic advisor before registering for classes.

Only students within 12 hours of graduating that have been declared academically ineligible for the first time may seek appropriate administrative review of mitigating circumstances for authorization to continue with their studies on a conditional basis. Written permission must be obtained from the appropriate dean prior to the beginning of the semester in which such students wish to enroll.

A second declaration of academic ineligibility will result in dismissal from the university. Eligibility for continued residence or for readmission is restored by completion of sufficient work only during the summer sessions at the University of North Carolina Wilmington.

STUDENT CONDUCT

The filing of an application for admission shall be construed as both an evidence and pledge that the applicant accepts the standards and regulations of the University of North Carolina Wilmington and agrees to abide by them. Each student, by the act of registering, is obligated to obey all rules and regulations of the university as stated in the *Code of Student Life,* university catalogue, and other university publications. The university reserves the right to ask for the withdrawal of any student who refuses to adhere to the standards of the institution.

TRANSCRIPTS

Transcripts are permanent student records maintained by the Office of the Registrar. A transcript provides an unabridged chronological listing of the academic history of a student's study at the University of North Carolina Wilmington. This is the document which is forwarded at the request of the student or former student to persons or agencies for their use in reviewing the academic performance of the student.

Transcripts are issued to students by the Office of the Registrar. All requests for transcripts must be in writing and must include the student's signature. An online Transcript Request Form is available at www.uncw.edu/reg. Valid picture ID is required for personal pick up of transcripts.

Unless modified in accordance with established procedures, each grade assigned by faculty (including a grade of "W" or a grade in a course that has been repeated) is permanent and cannot be removed from a student's official record or transcript.

TRANSFER OF CREDIT

Students transferring to UNCW may receive up to 93 semester hours of academic credit from all institutions attended; however, no more than 64 semester hours can be transferred from two-year institutions. Correspondence courses (15 semester hours maximum), CLEP credit and military credit will be counted toward the total.

Credit earned at another institution with a grade of "C" (2.00) or better is accepted by the university if the work transferred is comparable to offerings of the University of North Carolina Wilmington. Transfer students must meet the university's residency requirement. Hours attempted and grade points earned at other institutions are not used in computing grade point averages except in the case of students applying to enter the nursing program and seniors graduating with honors and/or distinction.

TRANSIENT STUDY

See Off-Campus Courses.

TUITION SURCHARGE

All new undergraduates seeking a baccalaureate degree at the University of North Carolina Wilmington will be subjected to a 25% tuition surcharge if they take more than 140 credit hours to complete a four-year degree program or more than 110% of the required credit hours to complete an officially designated five-year program. For details concerning counted credit

hours, students subject to the surcharge, students exempt from the surcharge, and the way that the surcharge is calculated, see the preceding catalogue section on EXPENSES, subsection, Tuition Surcharge.

WITHDRAWAL POLICY FOR UNDERGRADUATE STUDENTS

A student may drop any or all courses without financial or academic penalty through the end of the first week of the semester. Inclusive of the second through the seventh week of the semester, any student who withdraws from the university or from individual courses will receive a grade of "W." A grade of "W" will not affect the student's grade point average. Beginning with the eighth week of the semester, a grade of "WF" will be assigned for each course withdrawal and will count as hours attempted; this failing grade may be changed to "W" should extenuating circumstances warrant. If a student is suspended after the deadline for withdrawal with a "W," each instructor shall assign a grade of "WF" or "W" based upon the student's academic performance prior to the suspension.

To withdraw from an individual class or classes, through the seventh week of classes, the student must report to the Office of the Registrar before or on the last day for withdrawal, as indicated in the university calendar of events. Students attending summer sessions need to be cognizant that the withdrawal period in summer may be only one or two days. Therefore, summer school students should carefully note the last day to withdraw from classes as found in the summer school calendar of events at www.uncw.edu/reg.

To withdraw from all classes and the university at any other time during the semester, the student must process an official withdrawal form through the office of the dean who oversees the student's major. A student who is assigned to the General College must process the form through the director of the General College. If the student is unable to appear in person to withdraw from all classes and the university, written notice must be sent to the appropriate dean's or director's office. No withdrawals ("W" or "WF") shall be processed during the final exam period.

Should extenuating circumstances warrant, the grade of "WF" assigned for course withdrawal after the withdrawal deadline may be changed to a "W." Documented extenuating circumstances may include: death of an immediate family member; traumatic and unforeseen circumstances which are considered beyond a student's control; prolonged emotional instability, physical injury or illness which has resulted in the student's inability to complete academic responsibilities.

It is the student's responsibility to initiate an appeal for this change by submitting a written request and supporting documentation. In the case of late withdrawal, the student must initiate the appeal in the office of the dean or director as stipulated in the above procedure for university withdrawal. The dean or director may approve or deny this request for a "W." In cases where the request is denied by the dean or director, the student may submit, *within ten regular class days of the dean's or director's decision,* a written request for consideration with supporting documentation to the Committee on Withdrawal Appeals. *Grounds for appeals are limited to substantive new evidence or material procedural irregularity.* All decisions made by the Committee on Withdrawal Appeals are final. The written request with supporting documentation must be made prior to the end of the semester for which the withdrawal is requested. A grade of "WF" that is not appealed successfully remains a permanent part of the student's academic record.

STUDENT LIFE

DEAN OF STUDENTS

The Office of the Dean of Students is committed to student growth and self-responsibility by serving as a central resource for addressing student issues and concerns. Through collaboration with the university and Wilmington community, we provide assistance and referrals to all students, faculty and staff through policy clarification, conflict resolution, grievance procedures, confidential consultations and crisis management/intervention. Our end goal is to foster a respectful and dynamic community that affirms the value and contributions of each individual.

In addition to services, our office also develops opportunities for involvement through Greek Affairs, Commuter and Non-traditional Student Services, Orientation and Transition programs, sexual assault awareness and values education. Community standards are communicated through the *Code of Student Life*, and we adjudicate academic and behavioral violations as well as discriminatory acts. At the core of judicial proceedings, is the education of the student and the welfare of the university community. The entire office staff is invested in the success of each and every student, and we invite you to have us as partners in successfully completing your education at the university.

ART EXHIBITIONS

Monthly exhibitions of painting, sculpture and the graphic arts are held in the gallery-lobby of Kenan Hall, the University Union and Warwick Center. Student art is often featured. All exhibitions are open to the public without charge.

ASSOCIATION FOR CAMPUS ENTERTAINMENT

The Association for Campus Entertainment (ACE) coordinates many of the events that take place on campus including the Friday night film series, open mic nights, concerts and comedy shows and a series of homecoming events. This student-run organization is made up of the following committees: Comedy, Concerts, Spirit, Contemporary Culture and Creative Promotions. Over 150 students participate in the coordination of ACE events and learn skills such as negotiation, marketing, delegation, time management and program planning. If you are interested in more information about events or joining a committee, stop by the ACE office in the University Union, Involvement Center.

ATHLETICS

The university holds membership in the National Collegiate Athletic Association, Colonial Athletic Association, and Eastern College Athletic Conference. Varsity intercollegiate teams are fielded for men in basketball, cross country, baseball, golf, soccer, tennis, swimming and diving, and indoor/outdoor track and field. Varsity intercollegiate teams for women are fielded in basketball, cross country, softball, golf, soccer, tennis, swimming and diving, volleyball, and indoor/outdoor track and field.

Mission Statement

The mission of the Department of Athletics based upon and consistent with the purpose of the university, is to encourage student scholarship and sportsmanship with emphasis placed on helping students make appropriate progress towards completion of their chosen academic degree program. Academic integrity is a basic element of athletic programming decisions, thus insuring that the educational values, practices and mission of UNCW set the standards for the program. UNCW's athletic program is characterized by its quest for student excellence in competition and in the academic setting. The university is committed to continually improving the program, which is an integral part of campus life and a university focal point for building student and regional involvement and support. The Department of Athletics provides opportunities for students to utilize their athletic skills through competition at the appropriate intercollegiate level and to have the university represented by men and women whose conduct and

sportsmanship reflect positively on the institution. It seeks to field disciplined and competitive athletic teams dedicated to observing applicable rules, to provide quality athletic training and medical support to intercollegiate athletes and to support the general welfare of student-athletes. UNCW athletics works to foster a sense of personal responsibility by those who attend athletic events. The program insists upon a high ethical code of honor and respect from each of its athletes and personnel and adheres to the policies, rules and guidelines of the National Collegiate Athletic Association, the Colonial Athletic Association and the institution. The Department of Athletics is committed to complying with Title IX regulations and the promotion of affirmative action goals, emphasizing the recruitment of and opportunities for women and minority employees and student-athletes.

Vision Statement

The University of North Carolina Wilmington strives to provide students with a wholesome environment of athletic competition, high quality coaches, dedicated support staff and the administrative personnel to help them become better athletes, students and citizens.

The Equity in Athletics Disclosure Act report is available upon request.

CAMPUS ACTIVITIES AND INVOLVEMENT

The Campus Activities and Involvement Center is your gateway to entertainment and involvement on campus. As part of the Division of Student Affairs, we are "creating experiences for life" by providing opportunities for students to participate actively, grow personally and explore new ideas and interests through a variety of entertainment and involvement experiences. Our staff, and the students with whom we work, are committed to creating a vibrant campus community filled with diverse activities for all students. Activities produced by the center include Midnite Madness, the Intercultural Festival, UNCWelcome, Concert on the Commons, and Welcome Back Week. Check out the monthly activities calendar to find out ways of getting involved in the UNCW community.

CAMPUS DIVERSITY

(http://www.uncw.edu/diversity/ocd)

The Office of Campus Diversity fosters an educational climate that promotes the academic and personal development of students from underrepresented groups and assists them with their progress towards degree completion. The Office of Campus Diversity, including the Upperman African American Cultural Center, provides minority students with avenues for inclusion and involvement in the total university community. It provides programs of diversity and multicultural education to minority and non-minority students, faculty, staff, and community members throughout the year. The programs include educational seminars and workshops as well as appearances by national and international performers in art, film and music, and speakers on topics such as civil rights, journalism, literature, and politics. All students, faculty and staff are encouraged to participate in the events and programs sponsored by the Office of Campus Diversity and the Upperman Center.

CAMPUS RECREATION

The Department of Campus Recreation organizes and administers a variety of structured or self-directed recreational services that enhance the overall wellness of the university community. Our primary goal is to provide quality recreational experiences directed toward positive change in the physical, cognitive and social domains of the university community thus enhancing the overall educational experience. This goal is accomplished by offering a wide variety of recreational activities, conducting educational workshops and providing professional training for employees. The Department of Campus Recreation provides a multifaceted program which includes: group exercise/fitness programs, intramural sports, Discover Outdoor programs, sport clubs and special events. Campus Recreation at UNCW takes a "something for everyone" approach to programming.

Discover Outdoor Center

Discover Outdoor Center uses outdoor adventure recreation to provide the UNCW community with opportunities for healthy and exciting leisure pursuits, leadership development and team building. Operating as a component of the Department of Campus Recreation, the center offers low-cost opportunities to experience and to learn about many enjoyable lifelong outdoor activities through adventure trips, the UNCW Challenge Course, outdoor equipment rentals, outdoor leadership training, the Student Recreation Center Climbing Wall and outdoor skills workshops, and kayak clinics.

CENTER FOR LEADERSHIP EDUCATION AND SERVICE

The Center for Leadership Education and Service provides programs and resources designed to inspire the development of leadership knowledge and skills while nurturing an individual's sense of responsibility for engaged citizenship. As a dynamic student-led center, we believe in empowering students to facilitate opportunities for leadership and service in local, regional and global communities. In concert with UNCW Cornerstone, we strive to foster social justice awareness, civic responsibility and respect for individual differences.

COUNSELING CENTER

The staff of the Counseling Center believes that a student's successful progress towards their degree is impacted by a number of personal, social and academic factors. To assist this progress, we offer a variety of services including individual personal counseling, group counseling and personal development workshops. In addition, consultation services and outreach programs are offered for student organizations, as well as other campus departments and offices. Our primary goal is to assist students in completing their degree while developing a greater understanding of themselves in relation to others and their environment.

Common concerns include loneliness, depression, anxiety, sexuality, homesickness, relationships, family issues and grief. In addition, assistance is available for students with concerns related to sexual assault, substance abuse and eating/body image. The Counseling Center is staffed by counselors, psychologists and supervised graduate students, all of whom have specific interests and skills in working within a university setting.

Services are confidential, free and accessible. Regular walk-in hours are available and after-hours emergency coverage is provided through the University Police dispatch service. When other counseling resources would better serve the needs of a student, referrals to off-campus professionals and agencies are provided. Students are encouraged to make use of our varied services to assist them in managing their "hassles" as well as their more complex concerns. The Counseling Center is a partner with others in the campus community to promote student success through quality programs and services.

For additional information about the services and programs offered by the Counseling Center, please call (910) 962-3746 or come by our offices in Westside Hall.

CROSSROADS: UNCW SUBSTANCE ABUSE PREVENTION AND EDUCATION PROGRAM

CROSSROADS, UNCW's Substance Abuse Prevention and Education Program, located on the second floor of Westside Hall, has extensive and up-to-date resource materials available about alcohol, tobacco and other drugs and their effects, as well as information about how to help yourself, a friend, or someone else who may have a problem with substance abuse. Materials are free of charge and some are available on loan. CROSSROADS provides educational sessions, conducted by program staff and peer educators, to faculty and staff, students, clubs, organizations and residence life groups. Topics include information about health risks, decision-making, high-risk alcohol and other drug use, smoking cessation and responsible party planning. Whether you have questions about drugs for personal reasons, academic assignments or a group project, your interest will be handled in a confidential and nonjudgmental manner.

For more information contact CROSSROADS at (910) 962-4136, e-mail us at crossroads@uncw.edu or stop by the office in Westside Hall.

FOOD SERVICE

The UNCW Food Service operation is committed to providing quality food products served in clean and comfortable facilities. The program is available to all students, faculty, and staff seven days a week when classes are in session. Wagoner Dining Hall, built in 1989, is a 600-seat facility that serves unlimited seconds on every meal. Cash operations include: The Hawk's Nest, located in the University Union; a pizza delivery program; and a convenience store located in Apartment Building M.

Information about commuter student meal plans is available at the Auxiliary Services Office in the Warwick Center. Telephone (910) 962-3560.

HEALTH PROMOTION AND NUTRITION SERVICES

Health Promotion and Nutrition Services is located in the Student Recreation Center, and provides complementary services and incentive programs designed to enhance and balance an individual's commitment to their personal health and well-being goals.

The Hundley Health Education Resource Center provides access to resources such as: individualized computer health risk assessments with personal consultations, portable compact disc players with motivational recordings available for check-out while exercising at the center, blood pressure checks, and an expansive library of journals and books for personal use and academic needs.

Health education staff offers programs on stress management, cancer prevention, sexual health, and other health/promotion topics. Nutrition Services staffs a registered dietician who provides individual counseling as well as programs on weight management, disease prevention management, sports nutrition, eating disorders, and other nutrition concerns.

HONOR SOCIETIES AND AWARDS

Alpha Kappa Delta International Honor Society in Sociology

Alpha Kappa Delta is the international honor society for sociology. With over 450 chapters and 70,000 lifetime numbers, Alpha Kappa Delta is a society of scholars dedicated to the ideal of Anthropon Katamanthanein Diakonesein - "To investigate humanity for the purpose of service." Alpha Kappa Delta promotes an interest in the study of sociology, research of social problems and such other social and intellectual activities that help to improve the human condition. Eligibility for membership includes junior or senior standing, declared major in sociology, and 3.00 GPA overall in the major.

Alpha Sigma Lambda Non-traditional Student Honor Society

Alpha Sigma Lambda is the oldest and largest chapter-based honor society for full-time and part-time non-traditional students. Founded in the winter of 1945-46 by Dr. Rollin B. Posey, dean of University College at Northwestern University, the society honors those dedicated adult students who while adroitly handling their life responsibilities, achieve and maintain high scholastic standards. It strives to provide stimulating impetus to highly motivated adult students during their academic career by emphasizing scholarship and leadership. Chartered at UNCW on April 15, 2000, the Gamma Theta Rho chapter invites members each spring who meet the following criteria: are matriculated students in an undergraduate degree program and have a minimum of twenty-four accumulated credits (not including transfer credits), have earned at least twelve credits in the liberal arts/sciences, have a 3.60 on 4.00 scale and meet the University of North Carolina Wilmington's definition of a non-traditional student.

Alpha Phi Sigma National Honor Society in Criminal Justice

Alpha Phi Sigma is a nationally recognized honor society for students in the criminal justice field. Founded in 1942, Alpha Phi Sigma has grown to over 250 chapters. The society recognizes academic excellence by undergraduate and graduate students of criminal justice as well as students in law school. Alpha Phi Sigma holds its annual conference in conjunction with the Academy of Criminal Justice Sciences, the national association of criminal justice profession-

als. Eligibility for membership includes junior or senior standing, declared major in criminal justice, 3.00 GPA overall and 3.20 GPA in major.

Beta Alpha Psi

Beta Alpha Psi is a national scholastic and professional accounting fraternity. The primary objective of the fraternity is to encourage and give recognition to scholastic and professional excellence in the field of accounting. This includes promoting the study and practice of accounting; providing opportunities for self-development and association among members and practicing accountants, and encouraging a sense of ethical, social, and public responsibility.

Beta Alpha Psi was founded in 1919. The Iota Alpha chapter at UNCW was chartered in 1996.

Beta Gamma Sigma

Beta Gamma Sigma is an international honor society recognizing the outstanding academic achievements of students enrolled in collegiate business programs accredited by AACSB (American Assembly of Collegiate Schools of Business). This is a select group: of over 1400 educational institutions offering business and management degrees, only 335 universities are eligible to have Beta Gamma Sigma chapters. Eligibility for BGS membership reflects the society's high standards for academic excellence. Those ranking in the upper 7% of the junior class, upper 10% of the senior class, or upper 20% of the graduating master's class are considered for membership. Student selection also expresses faculty confidence in the students' abilities and promise to become outstanding business leaders in the future.

Omicron Delta Kappa Society, Inc.

Omicron Delta Kappa (ODK) is the National Leadership Honor Society that recognizes and encourages superior scholarship, leadership, and exemplary character. Membership in ODK is a mark of the highest distinction and honor.

The society recognizes achievement in scholarship; athletics; campus or community service; social, religious activities, and campus government; journalism, speech and mass media; and the creative and performing arts. Emphasis is placed on the development of the whole person, both as a member of the college community and as a contributor to a better society.

Phi Alpha National Honor Society in Social Work

Phi Alpha is a nationally recognized honor society for both undergraduate and graduate students majoring in social work. Founded in 1960, Phi alpha now includes over 225 chapters. The Eta Omega Chapter of Phi Alpha was established at UNCW in 1998. The society recognizes students for excellence in scholarship and achievement in the field of social work. Eligibility for membership requires students to be a major in a CSEW accredited social work program, have completed 9 semester hours of social work courses, achieved a minimum social work GPA of 3.25 and a minimum overall GPA of 3.00.

Phi Alpha Theta International Honor Society in History

Phi Alpha Theta is an honor society recognizing excellence in the field of history. It was founded at the University of Arkansas on March 14, 1921. The UNCW Chapter was commissioned on March 18, 1992, making it one of nearly 700 chapters throughout the world. Membership requirements are the completion of at least 12 hours of work in history with better than a "B" average and a "B" in two-thirds of the remaining course work. The society publishes the quarterly journal *The Historian*.

Phi Eta Sigma National Honor Society

Phi Eta Sigma is a national college scholastic honor society for freshmen. A member of the Association of College Honor Societies, it was founded at the University of Illinois on March 22, 1923. The University of North Carolina Wilmington Chapter of Phi Eta Sigma was chartered on March 17, 1979.

The goal of Phi Eta Sigma is to encourage and reward high scholastic attainment among freshmen. At the close of their first academic year, freshmen are eligible for membership if they have a cumulative grade point average of 3.50 or better with no grade lower than "C" on 30 hours or more course work at UNCW.

Phi Kappa Phi Honor Society

Phi Kappa Phi is an honor society recognizing excellence of scholarship in all academic disciplines. A member of the Association of College Honor Societies, it was founded at the University of Maine at Orono in 1897 and numbers about 250 chapters nationwide. Chapter Number 222 at the University of North Carolina Wilmington was chartered on May 1, 1980.

Seniors and second semester juniors are elected to membership based on integrity of character and class standing.

Pi Mu Epsilon

Pi Mu Epsilon is a national mathematics honors society whose purpose is the promotion of scholarly activity in mathematics. The society was founded at Syracuse University on May 25, 1914, and now has approximately 270 chapters nationwide. The Pi Mu Epsilon Zeta chapter at UNC Wilmington has been in existence since 1974.

Membership in Pi Mu Epsilon is conferred as a reward for scholarly achievement in mathematics. It is by invitation, and based on guidelines set by the national office.

Pi Sigma Alpha

Pi Sigma Alpha is the national political science honor society. It was founded at the University of Texas in 1920. It has over five hundred chapters and more than 130,000 members. It was chartered at UNC Wilmington as the Kappa Delta Chapter on March 21, 1980.

Membership is open to juniors, seniors, graduate students and honorary members who meet national and local scholarship requirements in political science.

Psi Chi National Honor Society in Psychology

Psi Chi is the national honor society in psychology. It was founded in 1929 in New Haven, Connecticut to encourage, stimulate and maintain excellence in scholarship, and to advance the science of psychology. Psi Chi is an affiliate of the American Psychological Association and a member of the Association of College Honor Societies. The University of North Carolina Wilmington Chapter of Psi Chi was chartered on May 1, 1981, and is one of approximately 675 chapters nationwide.

Rho Phi Lambda National Honor Society

Rho Phi Lambda is a national honorary fraternity for parks, recreation and leisure services majors. Eligibility for membership includes junior or senior standing; completion of a minimum of 59 hours of which 26 hours must be at UNCW in parks/recreation courses. Students must have a 3.00 GPA overall for all courses taken with a 3.20 GPA in the major.

Sigma Delta Pi, National Collegiate Hispanic Honor Society

Sigma Delta Pi is a national collegiate honor society for students of the Spanish language and Hispanic literature and culture. A member of the Association of College Honor Societies, it was established at the University of California, Berkeley, on November 14, 1919. The Rho Lambda Chapter of Sigma Delta Pi was chartered at the University of North Carolina Wilmington on April 22, 1988.

The primary purpose of Sigma Delta Pi is to encourage and honor those who seek and attain excellence in the study of Hispanic language, literature and culture.

Sigma Tau Delta

Sigma Tau Delta International English Honor Society has as its purpose the fostering of academic and charitable growth among students and allows for the recognition of personal

scholarly accomplishment. The society has as its motto Sincerity, Truth, Design. UNCW's Alpha Alpha Upsilon chapter of Sigma Tau Delta welcomes applications from qualified students, regardless of major field of study. For active members, the society offers scholarships, holds an annual conference, and publishes both a newsletter and a literary/scholarly journal, the *Rectangle*.

Sigma Theta Tau Honor Society in Nursing

UNCW School of Nursing is affiliated with Sigma Theta Tau, International as the Nu Omega Chapter. Sigma Theta Tau is the world's largest nursing honor society with chapters in over 300 universities in six countries. It sponsors international research around the world. The Nu Omega Chapter exists in order to promote nursing scholarship, leadership, creativity, and commitment to nursing. The chapter regularly sponsors meetings for its members and the entire nursing community in the region. It is a member of the North Carolina Coalition of Sigma Theta Tau Chapters. Members come from the student body and nursing leaders in the community. Membership is open to students in the top 33% of the senior class with at least a 3.00 grade point average.

Upsilon Pi Epsilon National Honor Society in Computer Science

Upsilon Pi Epsilon (UPE) is the International Honor Society for the Computing Sciences. A member of the Association of College Honor Societies, UPE was first organized at Texas A&M University, College Station, Texas, in 1967 and is the only honor society that is recognized by the Association for Computing Machinery and the Institute of Electrical and Electronics Engineers Computer Society. The UNCW chapter was chartered on November 5, 1982.

The mission of Upsilon Pi Epsilon is to recognize academic excellence at both the undergraduate and graduate levels in the computing sciences. Students, who have completed 64 hours of coursework with an overall GPA of 3.00 and 18 hours of computer science coursework with a GPA of 3.20, are eligible for membership in UPE.

Alumni Association Scholastic Achievement Award

The Scholastic Achievement Award is presented by the Alumni Association to the graduating senior who has attained the highest academic average in their graduating class and whose academic work was done exclusively at the University of North Carolina Wilmington. This award is presented at the December commencement to the student who graduated the previous summer and at the May commencement to the students in the graduating classes of May and of the previous December.

Biological Sciences Achievement Award

This award was established by the faculty of the Department of Biology and Marine Biology to honor annually the graduating senior biology major who has achieved the highest academic standing. The recipient is identified on a permanent plaque in Friday Hall.

William A. Bryan Senior Leadership Award

The Leadership Center with the support of the Alumni Association sponsors the William A. Bryan Senior Leadership Award. The award is given to a senior with a cumulative GPA of 3.00 who has demonstrated outstanding leadership on campus and/or in the community. Special emphasis is placed on integrity, creativity, ability to collaborate, and service to others. The award is presented each year at commencement.

Chancellor's Achievement Award

Students who complete a minimum of 15 semester hours with no grade lower than "A-" qualifies for this award.

Rachel Freeman Service and Leadership Award

The award, established in honor of the late "Mae" Rachel Freeman, is given to a senior with a cumulative GPA of 2.70 who has demonstrated commitment to bettering the lives of others, leading through example of service, and the ability to work with others to create social change. The award is presented annually at commencement.

Hoggard Medal For Achievement

A medal, presented through the generosity of the late Dr. John T. Hoggard, is awarded annually to the graduating senior who, in the opinion of the faculty, has shown the most improvement during his or her years at the university. The medal is presented each year at commencement.

Adrian D. Hurst Award

Established by Adrian D. Hurst, emeritus professor of mathematics, this award recognizes a UNCW junior or senior math major who has achieved the highest overall academic grade point average. The award is presented each spring in the form of a plaque.

Margaret Walthour Lippitt New Student Leader Award

The New Student Leader Award is designed to honor a freshman with a 3.00 GPA or higher who has demonstrated leadership potential, service to UNCW and the community, personal integrity, and significant involvement in campus organizations.

The Walter Schmid Physics Award

This award has been established in honor of the late Walter Schmid, engineer and inventor, to reward a senior bachelor of science physics major for excellence in physics. The award consists of an engraved plaque and a physics encyclopedia.

HOUSING AND RESIDENCE LIFE

The Office of Housing and Residence Life is responsible for the development of educational, cultural and social programs to enhance student life on campus. The goal of the Housing and Residence Life program is to create an environment conducive to academic pursuits and the personal growth of resident students. More than 53 Residence Life staff are responsible for the supervision of resident students in the residence halls, on-campus apartments, and suite-style buildings.

The university has residence hall facilities for approximately 2,100 students in seven modern, conveniently located residence halls, 13 apartment buildings, and seven suite-style buildings. All rooms are air-conditioned and furnished. Ethernet computer networking, which allows student computers to access university software, has been installed in all residential facilities. Laundry facilities are available. The Residence Life program offers opportunities for student employment and leadership positions through hall governance. Students living on campus are required to participate in the university dining hall program.

INTERNATIONAL STUDENT ORGANIZATION

The International Student Organization is a support group, a social network, and a promoter of international programs. The group consists of American students who have traveled and studied abroad and international students who are enrolled at the university. The organization hopes to foster an international presence on the campus and to help international students become familiar with American culture, the local area, and university life.

PERFORMING ENSEMBLES

Membership is open to any student who has had instrumental or vocal experience, with the approval of the director of the particular ensemble.

Concert Choir and Chamber Singers

The University Concert Choir and small ensemble, the Chamber Singers, regularly act as ambassadors for the university and appear on radio and television. The Concert Choir performs at least two on-campus concerts each year and tours during spring break. On occasion, the choir has participated in joint stage productions of opera and musical comedies with the drama program.

Jazz Ensembles

In addition to the Big Band, UNCW has several small groups that play both mainstream and fusion jazz. The Big Band has produced recordings, while the small groups have garnered awards at jazz festivals and have recorded as well. Also, each year the jazz ensembles perform with some of today's top jazz artists during the annual UNCW Guest Artist Jazz Festival.

Wilmington Symphony Orchestra

The orchestra's annual subscription series includes five concerts performed in UNCW's Kenan Auditorium, the principal concert hall in Wilmington. Orchestra members include UNCW students and faculty, as well as musicians from the community.

Wind Ensemble

The Wind Ensemble is organized each semester to provide instrumental music experience for wind players in a large ensemble. This ensemble performs two concerts each year in Kenan Auditorium and tours annually in the spring.

Other instrumental ensembles include the Pep Band, the Brass Ensemble, the Saxophone Ensemble, the Flute Choir, the Guitar Quartet, the Percussion Ensemble and various Chamber Ensembles.

Vocal Ensembles

The University of North Carolina Wilmington Concert Choir is organized each semester to provide vocal musical experience for those students who desire it. Membership is open to any student in the university, with the approval of the director, and any participant may earn credit. Participation by non-music majors may be supplemented by private lessons, also for credit.

The University Concert Choir and small ensemble, The Chamber Singers, regularly provide music for university functions, appear on radio and television, and act as ambassadors from the university at a wide spectrum of community functions.

The UNCW Concert Choir's yearly activities have included at least two on-campus concerts and an extensive tour during the spring holidays. On occasion, the choir has participated in large, joint stage productions of opera and musical comedies with the drama division.

STORYTELLING IN THE COMMUNITY

University students may enroll in COM 216 Storytelling in the Community, a two-credit hour course in which students are instructed and coached to visit local elementary schools and perform stories for children. In this manner, students learn to apply theoretical concepts related to performance and audience adaptation in actual settings. The course and activities emphasize interactive storytelling that directly involves audience members.

STUDENT GOVERNMENT ASSOCIATION: STUDENTS SERVING STUDENTS

The Student Government Association is a democratic organization, permitting expression of student opinion, working for the best interest of the university and upholding a high standard of morals and conduct. Student activity fee money supports the Student Government Association in its objectives and activities. Officers, class senators, and at-large representatives are elected by the student body.

Services such as saferide, legal services, discounted movie tickets, campus entertainment, and student organization funding are primary components of the comprehensive SGA program. The Student Government Association is a member of the North Carolina Association of Student Governments.

STUDENT HEALTH CENTER

The Student Health Center complements the academic mission of the university by providing high quality, accessible, cost-effective health services that address students' health needs.

Services include confidential diagnosis and treatment of general and acute medical problems, allergy injections, immunizations, laboratory services, women's health care, contraception services, men's health assessment and preventive services. There is a nominal charge for some of these services over and above the health fee.

The health fee is included in student fees and entitles students taking six or more credit hours to health services. Students taking less than six hours will be entitled to health services upon payment of the health fee.

The Student Health Center does not issue excuses for class absences due to illness.

Student Health Insurance

A university sponsored Student Group Health Insurance Plan is available at a reasonable rate. Contact the Student Health Center or visit the Student Health Center Web site for information.

Pharmacy

The UNCW Pharmacy is located in Westside Hall. Students may fill prescriptions from any provider and may purchase a variety of over-the-counter medications. Crutches are also available for rental.

STUDENT MEDIA

Founded in 1948, *The Seahawk*, the student newspaper, publishes a weekly print edition and an online edition (www.theseahawk.org) throughout the academic year. The paper is supported by advertising sales, and its staff is composed entirely of students interested in journalism, sales and marketing, photojournalism, and computer-assisted design. *Atlantis,* the student magazine, publishes literature and art created by UNCW student writers and artists. The magazine is funded by student fees and sponsors public readings, art exhibits and related contests. Student Body Television (SBTV), founded in 1999, produces a variety of programs in digital video, airing weekly on UNCW-TV cable channel 5. Blank Slate Productions, a student-film production unit, is an SGA-funded affiliate of UNCW Student Media.

The UNCW Student Media Board is a chancellor's advisory board consisting of students, faculty and staff who advise and govern student media, elect student media managers, and allocate funding. Applications for two student-at-large positions, appointed annually, are accepted early in the fall semester.

STUDENT ORGANIZATIONS

There are over 140 student organizations registered with the Campus Activities and Involvement Center. These organizations include: political, professional, academic, ethnic and religious organizations, Greek letter organizations, sport clubs, service clubs, honoraries, special interest groups, and student media. All of these organizations help to develop the UNCW community through the activities and affiliations that they create. Many of the clubs are showcased during the fall Involvement Carnival held in late August. You can find out information about these organizations in the Campus Activities and Involvement Center in University Union 205 or by visiting our Web site at www.uncw.edu/activities.

TRANSITION PROGRAMS

The Transition Programs Office is responsible for providing a comprehensive program that will assist all students and their families in their transitions to and from the university. This program exposes new students to the educational opportunities within UNCW, orients them to the academic and co-curricular life of the institution, and assists them in their on-going transition to the university beyond orientation. The Transition Programs Office also assists parents in their transition and understanding of the UNCW environment, services and changes within the university. The office is also responsible for a comprehensive senior transition program designed to help seniors make meaning of their college experience, celebrate their achievements and prepare them for life after college. In addition, the Transition Programs Office is responsible for the coordination of commencement.

UNCW PRESENTS

UNCW Presents is your ticket to an expansive array of cultural arts programs including exhibitions, music, theater, dance and lectures. Our goal is to raise awareness, increase interaction and affirm the value of the performing, visual and cultural arts at UNCW through our three programs: Arts in Action Performance Series; Leadership Lecture Series and University Union Exhibit Series. Experience the magic of a live performance as world-renowned artists take center stage at Kenan Auditorium; or participate in stimulating dialogue with high profile speakers addressing topics relevant to today's society; or enjoy paintings, sculptures, prints and more on exhibit in one of our two galleries in the University Union. Whatever you choose, UNCW Presents gives you the opportunity to explore and discover the arts in a fun and exciting way. For a calendar of events, visit www.uncw.edu/arts.

UNCW VOLUNTEERS

The UNCW Volunteers is a partnership among students, faculty, staff, and surrounding communities who are committed to making the world a better place by combining time, talent, and resources. By identifying and coordinating one-time, ongoing, and immersion volunteer experiences, we strive to cultivate a sense of social responsibility, social justice, lifelong learning, and leadership among those who serve and are served. We support both service and service-learning efforts.

The UNCW Volunteers believe in the words of Martin Luther King, Jr., who stated "everyone can be great, because everyone can serve." Whether you have had extensive experience with volunteering, or if you just have the desire to give something back to your community, we have programs to serve and challenge you. In 2001-2002, the UNCW Volunteers performed 31,000 service hours. We work with over 100 area nonprofit agencies and 20 different faculty members on campus.

UNIVERSITY INFORMATION CENTER

The Information Center, located on the first floor of the University Union, provides a variety of information about campus, student and community activities, as well as campus telephone numbers. The center also provides saferide vouchers, discount movie ticket sales, athletic and event ticket sales, campus lost and found, magazine and newspaper checkout, umbrella checkout, locker rentals, vending machine refunds, and FAX service.

UNIVERSITY POST OFFICE

UNCW Postal Services, Seahawk Mail, provides on-campus mail services and operates a U.S. Post Office contract station. Located in the Warwick Center, Seahawk Mail is your one-stop shop for postage, money orders, mailing supplies and package pickup including U.S. Mail, UPS and FedEx as well as floral arrangement deliveries. In addition, FAX and free public notary services are available.

Seahawk Mail is open weekdays from 8:30 a.m. through 6 p.m. (5 p.m. on Fridays). *UNSea Card*, cash and checks are accepted.

Most students are issued a mailbox for their personal and university correspondence. **Important university correspondence, with the exception of tuition bills and grades, is mailed to this box.** Mail is distributed by 1 p.m. Monday through Friday. Students are asked to check their boxes regularly. UNCW students that are studying abroad or interning will no longer have a mailbox. If students return after the term, a new box number will be provided. Students are responsible for providing a forwarding address when they move or leave the university.

Please visit our Web site at www.uncw.edu/ba/postal_services.

UNIVERSITY THEATRE

The University Theatre is a student-oriented theatre dedicated to the continuing development of all theatre practitioners. It strives to produce a total theatrical experience to support the educational, creative, and recreational potential of a campus-based theatre.

Two major productions are presented each semester, with student productions presented on demand. Participation is not limited to theatre majors.

UNIVERSITY UNION/WARWICK CENTER

Student life is enriched at the University of North Carolina Wilmington by a broad spectrum of activities, most of which occur in or around the University Union and Warwick Center. The union is a 53,000-square-foot facility which houses student organization offices, conference rooms, lounges, study areas, the Hawk's Nest and Union Station coffee bars, rental lockers, the University Information Center, art exhibit space, and an assortment of student services such as the commuter and non-traditional student center.

Across the street from the union is the 43,000-square-foot Warwick Center, with the U.S. Post Office, automatic teller machines, Sharky's Game Room, lounges, Seahawk Grille, ballroom, and space for large and small events.

The University Union, Warwick Center, and the Campus Commons are student-oriented facilities in the center of campus that are adaptable, well maintained, well equipped, safe, and accessible. These facilities are intentionally designed to be inviting and to encourage interaction within the community.

THE *UNSea Card*

The *UNSea Card* is your UNCW student ID and your official form of identification on campus. It allows you the use of campus facilities, and provides you with ***S***afe ***e***asy ***a***ccess to university services. The *UNSea Account* is the debit account feature of your *UNSea Card*. With your prepaid funds, you can make purchases at all food service locations, bookstore, vending machines, student copiers, the copy center, health center and pharmacy, laundry machines and UNCW postal services. There is no minimum deposit or a fee for the use of this account. Deposits can be made at the Auxiliary Services office, Randall Library and the Seahawk Station in Apt. M. For more information, visit the Auxiliary Services office in the Warwick Center.

STUDENT SUPPORT OFFICES AND SERVICES

CAREER SERVICES

The central purpose of Career Services is to help students prepare for academic and career success. The center assists freshmen and sophomores with self-assessment, values clarification and occupational data to help them make informed choices of academic majors. Career Services also provides opportunities for internships and discovering the relationship of skills acquired to the broader work world. Career Services helps graduating seniors translate their academic achievements, co-curricular activities and work experiences into successful job campaigns or graduate school applications. For more information, visit Career Services on the Internet at: www.uncw.edu/career.

DISABILITY SERVICES

The University of North Carolina Wilmington is open and accessible to students with disabilities. We are committed to providing assistance to enable qualified students to accomplish their educational goals, as well as assuring equal opportunity to derive all of the benefits of campus life. Disability Services has devoted much energy to meeting the requirements of Section 504, Federal Rehabilitation Act, and to the Americans with Disability Act. In addition, this office serves as a full-time advocate for students with disabilities, as well as a resource for faculty, staff and administration. Students needing accommodations should contact the director of Disability Services and provide appropriate documentation of the disability.

MINORITY STUDENT SERVICES

Please see the Campus Diversity Office in the section on STUDENT LIFE.

NATIONAL TESTING PROGRAM

The National Testing Program, in cooperation with Educational Testing Service and the Psychological Corporation, coordinates the administration of national certification and admissions exams. The computer-based testing center offers the following exams: CLEP, GMAT, GRE, NET, Praxis I Series, TOEFL, NBPTS, MPJE and MAT. Paper-based testing is also available for the Praxis I and II Series, GRE subject exams and LSAT by pre-registration. Testing accommodations can be made by calling (910) 962-7444.

UNIVERSITY LEARNING SERVICES

The University Learning Services, comprising of The Math Lab, Tutoring and Learning Center and Writing Place, is committed to providing an environment that: challenges and supports students in reaching their academic goals, integrates learning support resources and services with course content, supports the learning objectives of faculty across the curriculum, and advances the educational and retention efforts of UNCW.

The Math Lab

The purpose of the UNCW Math Lab is to help students make the transition from high school-level mathematics courses to college-level mathematics courses. Students can receive help with note-taking skills, how to approach a math assignment, and study strategies for math exam preparation. Free tutoring is available for all 100-level mathematics and basic statistics courses; students can use either drop-in hours or schedule an appointment for more individualized assistance. Several computers are available in The Math Lab with course specific software for students who want to work on math and statistics assignments. The Math Lab also coordinates UNCW mathematics placement testing for new students; additional diagnostics testing in mathematics is also provided. Hours and services can vary by semester. For more information, please call (910) 962-7215 or visit The Math Lab Web site at: www.uncw.edu/mathlab.

Tutoring and Learning Center

The Tutoring and Learning Center, located on the first floor of Westside Hall, offers assistance to all UNCW students in developing the skills necessary to become successful, independent learners. Services include tutorial assistance, Supplemental Instruction (SI), study skills workshops and individual consultations.

Free tutoring is offered in all Basic Studies courses as well as some selected upper level courses. Students meet weekly with trained peer tutors to increase comprehension in the course content and hone study and test-taking skills. In addition to traditional tutoring services, the Tutoring and Learning Center also coordinates Supplemental Instruction (SI). SI is a series of peer assisted study sessions offered several times each week to help students in traditionally difficult courses such as biology, chemistry and physics. All students enrolled in courses which offer SI are encouraged to attend. Sessions are free, voluntary and promote better understanding of course content as well as improved study skills.

Students needing help with general study skills are encouraged to attend our Academic Skills Workshops, which cover such topics as time management, learning styles, textbook reading strategies, note-taking methods, and test-taking skills. The Tutoring and Learning Center also provides outreach services by tailoring presentations for campus organizations and selected courses. In addition, any UNCW student may schedule an appointment to meet one-on-one with a study skills consultant to discuss his or her individual academic goals and develop strategies to achieve them.

For more information, visit the Tutoring and Learning Center Web site at: www.uncw.edu/stuaff/tlc; e-mail: tlc@uncw.edu or call (910) 962-3549.

Writing Place

The goal of the Writing Place, located on the first floor of Westside Hall, is to help students develop and improve their writing skills in all courses across the curriculum. Working with a peer staff composed of interns, teaching assistants, community consultants and volunteers, the Writing Place helps students mature as writers. Focusing on the larger issues of any paper—organization, development, analysis, introductions and conclusions—the consultant and student work together to make clear and strengthen the goals of the paper.

Help programs are available on an on-going basis for special populations such as international students for whom English is a second language, learning disabled, non-traditional and those students whose academic writing skills are underdeveloped. For more information, please call (910) 962-7155 or visit the Writing Place Web site at: www.uncw.edu/stuaff/writingplace.

This service is free to all UNCW students.

GENERAL COLLEGE

(http://www.uncw.edu/gc/)

All freshmen and undeclared transfer students are accepted to and remain in the General College until they declare their major intentions, usually by the middle of their sophomore year. The General College provides a number of services and programs to assist students in making a smooth transition to their new university academic environment.

GENERAL COLLEGE ADVISING

The General College provides academic advising to all incoming students until such time as they declare their majors. Students are advised either by professional advisors in the General College Advising Center or by General College faculty advisors drawn from the College of Arts and Sciences and the Schools of Business, Education and Nursing. General College advisors provide their students with guidance and encouragement in selecting courses and deciding on majors, meeting academic requirements, maintaining required scholastic standards, and considering possible career choices. Advisors meet with students as they plan for course registration each semester. General College advisors can provide students with referrals to various specialized support services within the university to assist them in overcoming difficulties, in exploring options, and in achieving academic and personal success. Advisors also monitor their students' mid-semester academic progress and their end-of-semester grades, and work with students who are having academic difficulty. The General College has designed several intervention programs to help students recover from academic failure and to regain academic eligibility. The Successful Educational Achievement Plan (SEA Plan) program, designed for students on academic warning, is based on the negotiation of a contract between the student and the advisor providing for specific course selections, required follow-up meetings, assistance from other academic support offices, or other appropriate actions. A similar summer program is provided to aid those students who have been declared ineligible to continue regular term enrollment.

STUDENT ATHLETE ACADEMIC SUPPORT

The Student Athlete Academic Support program, a joint effort of the General College and the university athletic program, seeks to help student athletes balance the sometimes conflicting demands of academic and athletic responsibilities. The success of the program can be seen in the high grade point averages of UNCW athletes and their high graduation rates.

Once student athletes are admitted to the university, the Student Athlete Academic Support advisors assist them with registration, sequencing and scheduling of required courses, and selection of a major. They also arrange for tutoring assistance and monitor students' grades, class attendance, study habits, and progress toward a degree. Once a student athlete declares a major, the program's advisors continue to monitor academic performance and progress in conjunction with the student's departmental advisor.

Central to the role of this program is the maintenance of a strong working relationship between the program advisors and the university's athletic department and coaches. The advisors are knowledgeable about NCAA and CAA rules that apply to eligibility for practice and competition. They are available for consultation when unusual or difficult rule interpretations are needed. They also play a key role in the athletic-academic certification process for all student athletes.

Student Athlete Academic Eligibility Requirements

The Student Athlete Academic Support program helps to monitor the academic progress of each student athlete as it relates to NCAA, CAA and institutional rules and regulations. The following are examples of rules applying to a student's academic progress:

- Students must be enrolled in no fewer than 12 semester hours (full-time) during the fall and spring semesters to be eligible for practice, competition and financial aid
- Students must earn or average no fewer than 24 applicable semester hours during a calendar year, of which 18 must be during the academic year

- Students must declare and be accepted into a major field of study before or during the semester that they complete 45 semester hours of credit.
- Students must meet UNCW and NCAA minimum cumulative grade point averages in order to compete
- In order to determine athletic eligibility, all freshman students must be approved through the NCAA Initial-Eligibility Clearinghouse

A number of other policies affect a student athlete's participation in a sport. Additional information can be found in the *Student Athlete Handbook*.

SEAHAWK ENRICHMENT PROGRAM

Each summer, the General College administers a special month-long program designed to give selected entering freshmen an early introduction to college academic life in a structured environment with a variety of academic support services. Students in the program take three courses, totaling seven hours of credit, and, if successful in the summer program, continue as fully matriculated students in the fall semester, remaining with their summer program academic advisor until they enter their majors.

UNIVERSITY STUDIES

The General College coordinates and presents several special course offerings to assist students in making successful adjustment to college life, developing research skills, and enriching their educational experience.

Freshman Seminar

The Freshman Seminar is a two-credit hour course providing first semester freshmen a unique introduction to UNCW. The course is designed to support the mission of General College. Academic and affective performance objectives assist students in making a successful transition to university life, developing sound study and problem solving skills, and engaging in career exploration and research. Developing mentor relationships with instructors and academic advisors in also emphasized and connections to UNCW support services are established. The atmosphere within this small class setting is one of open communication, mutual respect, and celebration of the diversity of the university community.

Learning Communities (LC)

First-year students have the opportunity to participate in a Learning Community during their first semester at UNCW. A Learning Community is a group of students enrolled in two or three classes together. These clustered courses are organized around common themes or skill acquisition.

Cornerstone Learning Communities are housed in UNCW's state-of-the-art residence hall, Cornerstone. This living-learning program allows students to select an LC consisting of three integrated courses, and to reside with their classmates. Students in this program attend their LC classes in classrooms located in Cornerstone. The courses are appropriate for first-year students, and the program is designed to aid students in their transition to college. Cornerstone Learning Communities foster strong connections between students, faculty and advisors. The learning experience is enhanced by supplemental programs in the residence hall.

Freshman Seminar Learning Communities connect fall semester freshman seminars with designated basic studies courses. This 5-6 credit hour module facilitates the development of problem solving skills and cognitive strategies within the context of a specific course topic or theme. It provides an opportunity to apply freshman seminar skills directly to the shared basic study course. It also emphasizes the formation of student support systems with peers, academic advisors, and UNCW services. Freshman Seminar Learning Communities provide students an opportunity to increase intellectual acuity while exploring issues critical to their long-term success.

ACADEMIC PROGRAMS

The University of North Carolina Wilmington offers four-year programs leading to the Bachelor of Arts, the Bachelor of Fine Arts in creative writing, the Bachelor of Music, the Bachelor of Science, and the Bachelor of Social Work degrees. Graduate programs lead to the Master of Arts, Master of Arts in Teaching, Master of Business Administration, Master of Education, Master of Fine Arts in creative writing, Master of Public Administration, Master of School Administration, Master of Science, Master of Science in Nursing, Master of Science in Accountancy, Master of Social Work and Doctor of Philosophy in marine science degrees. Professional undergraduate programs include those offered in the Cameron School of Business, the Watson School of Education, and the School of Nursing. Pre-professional programs are offered in allied health, health-related careers, dentistry, law, medicine, optometry, pharmacy, physical therapy, podiatry and veterinary medicine. The university offers special programs in marine science and environmental studies, and a 2+2 and 3+2 program in engineering, as well as a number of opportunities for students to enrich their course of study throughout their academic careers as undergraduates.

BASIC STUDIES REQUIREMENTS

Basic Studies at the University of North Carolina Wilmington is defined as the acquisition of essential skills and an introduction to the broad spectrum of studies which are basic to our intellectual and cultural heritage. The program is designed to develop skills in comprehension, composition, reasoning and analysis; to introduce students to the structure, methodology and knowledge of academic disciplines; and to address important human concerns from disciplinary or interdisciplinary perspectives.

To qualify for the bachelor's degree from the University of North Carolina Wilmington, all students must acquire a total of 45 semester hours less exemptions.

A. Composition (6 hours)

Students must complete either a sequence of ENG 101-201, or must complete ENG 103. Placement in either ENG 101-201 or ENG 103 is determined by an English placement test or by scores on the Advanced Placement or the CLEP test. ENG 103 is a 3-credit course, but successful completion of the course satisfies the basic studies composition requirement.

B. Physical Education (2 hours)

Required: PED 101

C. Humanities (12-18 hours)

Required: A minimum of 12 and a maximum of 18 hours elected from the following four categories with a minimum of 3 hours in each category.

1. Literature (3-9 hours)
   ENG 110, 209 (CLA 209), 210 (CLA 210), 211, 212, 223, 224, 225, 226, 230, 232, 233, 290
   CLA 209 (ENG 209), 210 (ENG 210)
   FRH 209, 321, 322
   GER 209
   SPN 209, 210, 321, 322
2. History (3-9 hours)
   HST 101, 102, 103, 201, 202, 237, 261, 271, 273, 275
3. Philosophy (3-9 hours)
   PAR 101, 103, 110, 115, 125, 201, 202, 205, 211, 215, 230, 232, 233, 235, 236, 238, 240, 242
4. Language (3-9 hours, of which at least 3 must be in a foreign language)
   FRH 101, 102, 115, 120, 201, 202, 215, 301
   GER 101, 102, 120, 201, 202, 305
   ITN 101, 102, 201, 202
   JPN 101, 102, 201, 202
   LAT 101, 102, 201, 202

PRT 101, 102, 201, 202
SPN 101, 102, 103, 104, 120, 201, 202, 203, 305
COM 110

D. Fine Arts (3-9 hours)

Required: A minimum of 3 and a maximum of 9 hours elected from the following, with no more than 6 hours from any one discipline.

ARH 201, 202, 205
COM 116
CRW 201, 202
FNA 101
FST 225, (THR 225), 226 (THR 226), 227 (THR 227)
THR 112, 121, 136, 225 (FST 225), 226 (FST 226), 227 (FST 227)
MUS 105, 106, 111, MUSL 111, MUS 114, 115, 116, 117, 118, 119, 140, 184*, 185*, 186*, 187*

*Basic studies credit from MUS 184, 185, 186, and 187 may not exceed a total of three semester hours.

E. Natural Sciences and Mathematical Sciences (10-16 hours)

Required: A minimum of 10 and a maximum of 16 hours from the two areas of natural sciences and mathematics as described below.

1. Natural Sciences (7-12 hours)

   Required: A minimum of 7 and a maximum of 12 hours, including at least one laboratory science course and a minimum of 3 hours each in the life and physical sciences. Courses that satisfy the laboratory science requirement (when taken with the appropriate laboratory section) are starred below.

   a. Life Science courses

      ANT 210
      BIO 105*, 150, 160, 170, 180, 190, 204*, 205*, 206*, 240*, 241*
      EVS 195
      GLY 135
      PED 216*, 217

   b. Physical Science courses

      CHM 101*, 102*, 105
      GGY 130*, 230
      GLY 101*, 120 (EVS 120), 150, 172*; GLYL 120* (EVSL 120*)
      PHY 101*, 102*, 103, 105*, 201*, 202*, 260

2. Mathematical Sciences (3-8 hours)

   Required: One of the following courses:

      MAT 101, 111, 112, 115, 141, 151, 161

   Additional credit may be earned by electing from the following list:

      CSC 105, 112, 121
      MAT 102, 112, 142, 151, 152, 161, 162, 275
      PAR 218
      STT 210, 215

   Basic studies credit from CSC 112 and 121 may not exceed three semester hours; basic studies credit from STT 210 and 215 may not exceed three semester hours.

F. Social and Behavioral Sciences (6-12 hours)

Required: A minimum of 6 and a maximum of 12 hours elected from the following, with no more than 6 hours from any one discipline.

ANT 105, 205 (SOC 205), 206, 207
CRJ 105
ECN 125, 221, 222
GGY 140, 180, 181, 210
PLS 101, 111, 202, 203, 206, 207
PSY 105, 145, 220, 223

SWK 235
SOC 105, 205 (ANT 205), 215, 220

G. Interdisciplinary Perspectives (0-6 hours)

There is no minimum requirement in this category. A maximum of 6 hours may be elected from the following:

GRN 101
HON 110, 210
PSY 210
SHS 210
WMS 210

Restrictions on Courses from Individual Disciplines

1. A maximum of 9 credit hours from any academic discipline (as defined by the three-letter course code), excluding ENG 101,103, and 201, can count toward the 45 hours of basic studies.
2. No more than two specific basic studies requirements (as indicated by letter or letter-number code in the above structure), excluding ENG 101, 103, and 201, can be met by courses in one academic discipline (as defined by the three-letter course code).

Waiver of Requirements

English: Students who have not qualified for advanced placement but who because of special circumstances may have writing competencies equal or superior to those required in ENG 101, 103, or 201 may present evidence of these writing competencies to the chairperson of the Department of English and request a waiver. At the chair's discretion either or both requirements may be waived. This waiver does not grant academic credit.

Foreign Languages: Students who prefer to waive the language requirement rather than take a 300-level class and receive supplemental credit as described on page 126 must demonstrate written-language proficiency. Students should make an appointment for the waiver examination and subsequent assessment with the chair of the Department of Foreign Languages and Literatures. This waiver does not grant academic credit.

Mathematics: Students who have not qualified for advanced placement but who may have competencies equal or superior to those required for successful completion of MAT 151 or 161 may, at the discretion of the chairperson of the Department of Mathematics and Statistics, take a waiver examination for either of these courses. An acceptable score on this exam waives the requirement that one of the introductory mathematics courses be taken. This waiver does not grant academic credit.

Students with Existing Degrees: For students who already possess an undergraduate degree from an accredited college or university, including UNCW, the dean of the College of Arts and Sciences (or her/his designee), after consultation with the chair(s) of the academic unit(s) through which the student is pursuing the second degree, will determine the extent to which the previous course work meets the spirit of UNCW's current basic studies requirements and will determine any remaining requirements to be completed.

REQUIRED COMPUTER COMPETENCY

The university requires that all students prior to graduation develop competency in basic computer skills including knowledge of campus use policies, facility with standard applications, and awareness of legal and ethical issues. Students in each major must satisfy the requirements in computer competency as specified by that major.

Currently approved as courses satisfying this requirement are: ACGL 201;ANT 210, 326; ART 260, 339, 360; ARH 290; BIO 335, 345, 366, 410, 488, 495; CHM 101-102; CLR 450/CLRL 450; COM 200, 201, 490; CRW 207, 208, 209; CSC 105, 112, 121; ECN 377; EDN 303; ENG 204, 205; FRH 301, 306, 311; FST 201, 395; GGY 205, 320; GLY 201; HEA 266; HST 290; MAT 161-162, 261, 335; MIS 213; MUS 110; NSG 415; PAR 400; PED 266; PHY 400; PLS 201; PSY 355; REC 266; SOC 301; SPN 305, 309, 311, 312; STT 215, 305; SWK 496, 497; THR 211, 411.

REQUIRED ORAL COMMUNICATION COMPETENCY

The university requires all students to develop competency in oral communication prior to graduation. Students in each major must satisfy the requirement of oral communication competency as specified by that major.

Currently approved as oral communication intensive courses are: ANT 450; ART 495; ARH 290, 495; BIO 495; CHM 495; CLR 350; COM 110; CRJ 110; CRW 496; CSC 495; ECN 495; EDN 409, 411, 465; ENG 495/496; EVS 495; FRH 301; FST 495, 496; GGY 495; GLY 495; HEA 234; HST 290; MAT 346, 471, 495; MGT 455; MUS 285, 496; NSG 333, 389, 489; PED 306; PHY 495; PLS 401, 495; PAR 400; PSY 405, 410, 412, 417; REC 270; RTH 371; SED 411; SOC 490, 496, 498; SPN 305; STT 490, 498; THR 486.

REQUIRED PHYSICAL EDUCATION

Through participation in the required physical education program, students should expect to develop an understanding of the role of life-long physical activity in enhancing the quality of one's life.

The university requires all students to complete with a passing grade PED 101, Foundations of Physical Activity. Transfer students who have not had an equivalent course must also complete this requirement. Students with disabilities are encouraged to participate to the fullest extent possible in physical education activities and are encouraged to consult with the chairperson of the Department of Health and Applied Human Sciences concerning participation in these activities.

The university requires all students to provide a current physical (within two years if less than 35 years of age, and within one year if over 35 years of age) and information regarding their current health status on the Report of Medical History form available through the Admissions Office. Completion of this requirement is a prerequisite to:

1. enrollment in any physical education activity course,
2. participation in any physical education activity course,
3. utilization of the physical education facilities for recreational purposes.

Based on the information contained in this report, the student will be assigned to one of three categories listed below:

A. Unrestricted participation
B. Restricted participation
C. Temporarily restricted participation because of an injury or illness

ENRICHMENT COURSES AND PROGRAMS

Depending on their interests and abilities, UNCW students may choose from several kinds of special courses and programs to individualize and otherwise enrich their studies.

DIRECTED INDIVIDUAL STUDY

This course, designated as 491 in each department, involves investigation beyond what is offered in existing courses. To enroll in a Directed Individual Study, students must be a junior or senior. Additionally, students must have an overall grade point average of at least 2.00 and the approval of (1) the faculty member who will direct the study, (2) the departmental chairperson, and (3) the appropriate dean. Departmental criteria will include (1) the availability of the instructor (ordinarily, instructors will not supervise more than six student credit hours of Directed Individual Study per semester), (2) the appropriateness of and need for the proposed study in the student's program, (3) the availability of library and other research resources, and (4) the feasibility of completion of the proposed study in the allotted time. Students are limited to nine credit hours of Directed Individual Study toward graduation requirements, not more than three of which can be outside the student's major.

FIELD EXPERIENCES

Several departments within the College of Arts and Sciences and the professional schools offer field experience courses as part of their semester or summer programs. Participating students conduct individual or group research under faculty guidance at selected areas within and outside the continental United States. Apart from the greater Wilmington area, field experience courses have been conducted in such places as the Florida Keys, Barbados, the Bahamas, Portugal, and parts of Central and South America.

GERMAN STUDIES CONSORTIUM

Raymond L. Burt, *coordinator*

The German Studies Consortium links participating UNC institutions to facilitate the sharing of teaching and learning resources to enhance German Studies across The University of North Carolina system. This consortium offers a broad array of German Studies courses in the language, literature, and culture of the German-speaking countries taught by specialists in the field. The primary focus is on the sharing of upper-level German classes offered each semester on the North Carolina Information Superhighway. Participant universities include Appalachian State University, East Carolina University, North Carolina State University, University of North Carolina at Asheville, University of North Carolina at Greensboro, University of North Carolina Wilmington, and Western Carolina University.

GERONTOLOGY CONSORTIUM, THE NORTH CAROLINA

The North Carolina Gerontology Consortium links participating UNC institutions to facilitate the sharing of teaching and learning resources to enhance the study of gerontology across The University of North Carolina system. This consortium offers an array of interdisciplinary gerontology courses as well as courses in the social sciences and those presenting biology and the more clinical aspects of aging. The primary focus is on the sharing of gerontology coursework offered each semester in either Web-based instruction or on the North Carolina Information Superhighway using interactive video technology. Participant universities include Appalachian State University, East Carolina University, University of North Carolina at Asheville, University of North Carolina at Greensboro, University of North Carolina at Chapel Hill, University of North Carolina at Charlotte, University of North Carolina Wilmington, Winston-Salem State University, and Western Carolina University. A second Southeastern North Carolina Gerontology Consortium includes Fayetteville State University, University of North Carolina at Pembroke, and University of North Carolina Wilmington.

GRADUATE COURSE CREDIT

(http://www.uncw.edu/grad_info)

Graduate Courses Taken for Undergraduate Credit

Graduate courses at UNCW or other accredited institutions may be used to fulfill undergraduate requirements if approved by the student's academic advisor, department chair, undergraduate dean, and the dean of the Graduate School. All other transfer credit policies apply. Permission forms may be obtained in the Graduate School or under Current Students on the Graduate School home page at www.uncw.edu/grad_info/.

Graduate Course Taken as an Undergraduate to Later Apply to a Graduate Degree

Undergraduate students who wish to take graduate courses and later receive graduate credit for them must (1) obtain permission in advance from their department chair and school dean, and (2) present it to the Graduate School for approval. Graduate courses taken under this provision may not be used to fulfill undergraduate degree requirements. Permission forms may be obtained in the Graduate School or under Current Students on the Graduate School home page at www.uncw.edu/grad_info/.

Credit for Approved Combined Degree Programs

Graduate courses used to fulfill an undergraduate degree requirement at UNCW may be applied to a graduate degree only when taken as part of an approved combined degree program.

Courses applied toward an awarded degree may not be applied to a second degree except as described by specific degree programs.

HONORS SCHOLARS PROGRAM

(http://www.uncw.edu/honors)

Katherine E. Bruce, *director*
John W. Myers, *associate director*

The Honors Scholars Program at the University of North Carolina Wilmington provides academically talented students with innovative and unique educational experiences. The program encourages curiosity, critical thinking, and independent work skills by offering exciting academic and cultural activities as well as the opportunity for close working and social relationships with the faculty.

Admissions to Honors

Check with the Honors director for specific requirements at each level. Multiple points of entry into the Honors Scholars Program are possible:

- As entering freshman (by invitation of the Honors Scholars Program)
- As sophomores (based on high academic achievement in freshman year, including transfer students)
- As juniors/seniors in Departmental Honors (including transfer students)

Program Requirements for Graduation with University Honors

To graduate with University Honors, a student must:

1. complete at least 12 credit hours of basic studies courses honors sections*
2. complete six credits of "Interdisciplinary Honors Seminars" (HON 110 and HON 210)*
3. complete two credits of "Honors Enrichment Seminar" (HON 120)*
4. maintain academic eligibility: at the completion of 27 credit-hours at UNCW, an overall grade point average of 3.00 or better in all coursework is required. An overall grade point average of 3.20 or better must be established by the completion of 58 credit hours and maintained thereafter.
5. earn a minimum of a "C" (2.00) in all honors work ("B" (3.00) in 499 and honors

contract courses) and have a 3.00 overall GPA in all honors curriculum coursework. If a student earns a grade below a "C" in an honors basic studies course, the grade may count toward that student's basic studies requirements but not toward his or her honors requirements. If that student wishes to complete the honors requirements for University Honors, he or she must take an additional honors basic studies course and earn no lower than a "C." Students earning below a "C" in HON 210 or HON 120 must take additional seminars, respectively, and earn no lower than a "C."

6. complete requirements for Departmental Honors (see below)

*Note: students entering after the fall of the freshman year must complete HON 210, two credit hours of HON 120, and at least nine hours of honors basic studies.

Honors Courses

These courses are restricted to students formally enrolled in the Honors Scholars Program or others admitted by permission of the Honors director after consultation with the course instructor.

Honors sections of basic studies courses: Each semester several honors sections of basic studies courses will be offered on a rotating basis. These sections are usually restricted to 20 students to allow for enhanced student-faculty interaction and discussion.

Honors Seminars: Three kinds of honors interdisciplinary seminars are offered each year. HON 110 is a team-taught, three-hour course designed to introduce all freshman honors students to the college experience by direct involvement in research, service, and leadership activities. This course may not be repeated for additional credit. HON 120 is a one-hour enrichment seminar that requires student participation in a variety of campus visual/performing/cultural events, lectures, or research activities. This course may be elected by honors students at any level and may be repeated for a maximum of three semester hours. HON 210 is a three-hour interdisciplinary seminar that offers an in-depth investigation of a special topic using the approaches of several disciplines. This course may be repeated under different subtitles. For a listing of these seminars, see the COURSE DESCRIPTIONS section of this catalogue.

Departmental Honors

Upperclassmen who qualify as candidates for Departmental Honors must perform outstanding scholarly work appropriate to the academic standards of the student's major in the form of a six-credit Departmental Honors project. A student who fulfills requirements for Departmental Honors will be acknowledged as having done so upon graduation.

A student who previously has not participated in the honors program may qualify as a candidate for Departmental Honors based on the student's grade-point average. Students with at least 74 semester hours credit who have a grade point average of 3.20 or better on all college work attempted, who have completed at least 30 semester hours of work with a 3.20 or better grade point average at UNCW, and who are recommended by the major department chair (or dean where appropriate) are eligible to enroll in coursework with a 499 designation which indicates the senior project in that discipline. Academic departments may require a higher grade point average for eligibility for Departmental Honors in their discipline.

Departments in each discipline determine appropriate preparatory academic experiences for Departmental Honors in that field. Candidates for Departmental Honors may fulfill preparation for senior capstone work beginning in the junior year through one or more of the following:

1. Directed Individual Study (DIS) courses which lay the groundwork for more advanced projects
2. Departmental or interdisciplinary seminars and/or internships which encourage independent work in a variety of ways such as performance, research, service
3. Study Abroad and/or National Student Exchange
4. Honors components of regular department courses: "Honors Contract" courses at the 300 or 400 level in which an honors student and his or her instructor enter into a

contract which stipulates enhanced academic responsibilities for the student, such as presentations or papers. Successful performance in such classes would be identified by an "Honors" label on the course as it appears in the student's transcript.

The Departmental Honors project culminates in independent study under the supervision of a faculty member in the student's major field. This independent study must be completed in two three-credit hour semesters or three two-credit hour semesters. The results of the honors work are summarized in a paper and presented orally before an examining committee.

Co-Curricular Activities

Students will be offered opportunities and incentives to participate in co-curricular activities such as field trips, campus events, study abroad and community events.

Honors House

The Honors House is a living-learning environment for students enrolled in UNCW's Honors Program. The Honors House features a dynamic student population with members committed to student leadership, scholarship, and service. In order to participate in the Honors Program and reside in the Honors House, residents must meet the following qualifications: (1) be enrolled in the Honors Program at UNCW; (2) be a full-time student each semester; (3) be in good standing with the university's student judicial program; and (4) be an active member of the community.

INTERNATIONAL PROGRAMS

(http://www.uncw.edu/intprogs/)

D. Kim Sawrey, *interim assistant provost*
Elizabeth A. Adams, *director of education abroad programs*
Miranda R. Boykin, *international student and scholar coordinator*
Maike C. Walbrecht, *English as a second language coordinator*

The Office of International Programs was established at the University of North Carolina Wilmington to represent a commitment to international education. The office has responsibility for faculty and student exchange programs and other international activities at the university. Its goal is to expand and strengthen international ties among individuals, units, and programs on campus and to encourage the exchange and flow of ideas and information so crucial for the development of global knowledge and awareness. UNCW is a member of the International Student Exchange Program (ISEP). ISEP offers exchange possibilities for UNCW students in over 100 universities abroad. Additionally, UNCW offers exchange and study abroad opportunities for students in Australia, Barbados, Belize, Brazil, Chile, China, Costa Rica, Denmark, Ecuador, Finland, France, Germany, Great Britain, Japan, Korea, South Africa, Spain, Sweden, Taiwan and Thailand. Other study abroad possibilities exist through UNCW participation in the UNC (state-to-state) Exchange Program. Summer study abroad opportunities are also available to UNCW students in many locations. Faculty and staff exchanges are encouraged. Further information can be obtained by contacting the assistant provost for International Programs.

Academic departments at the university may offer special international study courses during the regular semesters or summer sessions without adding them to their permanent curricula. Each course must be approved by the appropriate dean. These courses will include regular classroom assignments, lectures and discussions, travel and field work, and visits to historic and cultural sites. Study will take place outside the United States, usually in association with local universities abroad. Numbers designating these courses are 294 and 494.

Students who want a study abroad exchange experience with a university with which UNCW has such an agreement must sign up for INT 294 or 494 for 12 credit hours. Students must enroll in this course during the preregistration or registration period prior to the semester abroad and pay tuition and fees to UNCW at the full-time rate. UNCW students who study abroad retain their active UNCW student status and will not have to reenroll upon return. Students partici-

pating in summer study-abroad programs are required to have a 2.00 cumulative GPA. The Office of International Programs or the host institution may require a higher GPA for some programs.

International House

The International House is a living-learning environment for students who desire to experience world cultures in on-campus living. The International House consists of 96 spaces. The goal of the program is to have a 50/50 breakdown of international and American students living together in close proximity. In order to accommodate the special needs of international students, the International House remains open during all break periods. Residents are expected to participate in cultural diversity programs and to help coordinate international dinners.

INTERNSHIPS

Several departments in the College of Arts and Sciences and the Cameron School of Business offer students the opportunity to earn academic credit within a work environment external to the department. The purpose of the internship experience is to enhance, supplement, and integrate the learning that occurs in formal classroom settings. Permission of the dean and department offering the internship is required to enroll, and the department places limits on the number of credit hours earned applicable toward graduation. Internships designated by a 498 number will be graded on a Pass (P), Fail (F) basis. These credit hours earned will count towards the number of hours required to graduate, but the grade of Pass (P) will be excluded from the computation of the GPA. For further information on internships, refer to the courses numbered 498 in the course listings and then contact the departments offering them.

NATIONAL STUDENT EXCHANGE (NSE)

National Student Exchange is a domestic student exchange program that offers UNCW students the opportunity to attend one of approximately 177 member institutions across the United States and its territories. With member institutions offering tuition reciprocity, and students continuing their eligibility for financial aid at UNCW, NSE represents one of the most cost-effective ways to travel and experience life in a new environment. Since the founding of NSE in 1967-1968, more than 70,000 students have been placed in life-challenging and life-changing experiences. For participating students, the semester or year on exchange is usually the most profitable and enjoyable time of their college career. Students experience a diversity of educational settings, course offerings, and philosophies. In addition, there is an increased awareness of the cultural and geographical differences within the U.S. The NSE application deadline is February 1 for placements in the following academic year. For more information, contact the Office of Housing and Residence Life or visit the Housing and Residence Life Web Site at http://www.uncw.edu/stuaff/housing and click on the National Student Exchange Link.

PASS/FAIL COURSES

Students who have a cumulative grade point average of 2.00 or higher and who have successfully completed 45 hours, with at least 12 hours at UNCW, may take up to 9 hours of elective courses on a pass/fail basis. The intent of this option is to encourage students to explore areas of interest beyond their major or minor without concern about compromising their academic record. Students should be selective in choosing such courses. A change of major might mean that a course taken on a pass/fail basis must later be retaken for a grade. In addition, graduate and professional schools and future employers may evaluate such course work differently from graded courses. The following restrictions apply

- A student may enroll in a course on a pass/fail basis only with the permission of the instructor.
- No more than one course may be taken on a pass/fail basis in a semester or summer session.
- Courses used to fulfill basic studies requirements or the requirements of the student's major, minor, or certificate program may not be taken on a pass/fail basis. Courses

repeated to replace a grade may not be taken on a pass/fail basis.

- Students may not change the designation (from graded to pass/fail or from pass/fail to graded) after the drop/add period.
- Pass/fail students are required to complete all course work and examinations and are graded as if they were taking the course for a grade. Students who achieve a passing average receive a grade of "P" for the course. A "P" grade is equivalent to a "D-" or better.
- Credit hours in courses for which a student has earned a "P" are counted toward the hours required for graduation, but are excluded in the computation of the student's grade point average. Grades of "F" are included in the computation of the grade point average.
- Students should be aware of the ramifications which could result from using the pass/fail option:
  a. Many graduate schools will not consider "P" grades for entry into a program.
  b. Many institutions do not award transfer credit for "P" grades.
  c. Pass/fail hours will not be used in the calculation of dean's list and chancellor's achievement awards.

SERVICE-LEARNING

Several UNCW courses employ service-learning opportunities. Service-learning is an innovative method of teaching and learning that combines thoughtfully organized service to the community with other means of instruction. Community service-projects are integrated into and enhance the academic curriculum of students, fitting naturally into the philosophy and pedagogy of a variety of disciplines and fostering civic responsibility. Both students and the community benefit from service-learning. Service-learning courses have several strengths, not the least of which is that they are adaptable to the needs of the community while providing structured time for the students to reflect on the service experience.

SUMMER SCHOOL

(http://www.uncw.edu/summsch/)

Summer School constitutes an integral part of the university's year-round program. The principal academic terms of summer are two five-week sessions and a five-week intersession. A variety of courses are offered for students who wish to accelerate their progress toward graduation, to supplement the academic load carried during the regular terms, or to remove grade deficiencies. In addition, courses are offered for K-12 schoolteachers to renew or change fields of certification. During the summer sessions, students from other colleges and universities may be admitted as visitors by using the "Visiting Student" application in the Summer School brochure or on the Summer School Web page. Credit hours earned during the summer are excluded from the twenty-five percent (25%) tuition surcharge imposed on students who take more than 140 credit hours to complete a baccalaureate degree in a four-year program. Further information concerning the summer sessions may be obtained by visiting the Summer School Web page at www.uncw.edu/summsch/.

DEGREE PROGRAMS AND REQUIREMENTS

UNDERGRADUATE DEGREES OFFERED

Majors for the Bachelor of Arts Degree

Anthropology
Art History
Athletic Training
Biology
Chemistry
Communication Studies
Criminal Justice
Economics
Education of Young Children
Elementary Education
English
Environmental Studies
Film Studies
French
Geography
Geology
History
Mathematics
Middle Grades Education
Music
Parks and Recreation Management
Philosophy and Religion
Physical Education and Health
Physics
Political Science
Psychology
Sociology
Spanish
Special Education
Studio Art
Theatre
Therapeutic Recreation

Major for the Bachelor of Fine Arts

Creative Writing

Majors for the Bachelor of Music Degree

Music Education
Music Performance

Majors for the Bachelor of Science Degree

Biology
Business Administration
Chemistry
Clinical Research
Computer Science
Environmental Sciences
Geology
Marine Biology
Mathematics
Nursing
Physics
Statistics

Major for the Bachelor of Social Work

Social Work

MINORS

A student may elect a minor in any academic discipline listed below. The student must meet with the department chairperson or coordinator to define the requirements to complete the minor. Declaration of a minor or a certificate program is done in the Registrar's Office. Whenever a student declares a minor or certificate program, the Registrar's Office shall notify both the department of the minor/certificate and also the department of the student's major. Minors will be awarded at the same time as the baccalaureate degree. Upon completion of requirements and attainment of a degree, the minor will be posted on the student's academic transcript.

Minors

Departmental:

Anthropology
Art History
Jazz Studies
Mathematics

Chemistry
Choral Music
Community Health
Computer Science
Creative Writing
Economics
English
Environmental Studies
French
Geography
Geology
German
History
International Affairs
Music
Oceanography
Parks & Recreation
Philosophy
Physics
Political Science
Psychology
Public Administration
Religion
Sociology
Spanish
Statistics
Studio Art
Theatre

Interdepartmental:
African-American Studies
American Studies
Asian Studies
Classical Studies
European Studies
Forensic Science
Gerontology
Information Technology
Journalism
Latin American Studies
Leadership Studies
Middle East Studies
Native American Studies
Postcolonial Studies
Science, Humanities and Society
Women's Studies

Certificate Programs

Undergraduate Certification in Geographic Information Sciences
Undergraduate Certification in Professional Writing

GRADUATE DEGREES OFFERED

Doctor of Philosophy

Marine Biology

Master of Arts

English
History
Liberal Studies
Mathematics
Psychology

Master of Arts in Teaching

English
Mathematics
Science
Social Studies

Master of Business Administration

Master of Education

Curriculum/Instruction Supervision
Elementary Education
Middle Grades Education
Language and Literacy Education
Secondary Education
Special Education

Master of Fine Arts

Creative Writing

Master of Public Administration

Master of School Administration

Master of Science

Biology
Chemistry
Computer Science and Information Systems
Geology
Instructional Technology
Marine Biology
Marine Science
Mathematics

Master of Science in Accountancy

Master of Science in Nursing

Family Nurse Practitioner
Nurse Educator

Master of Social Work

Certificate Programs

Post baccalaureate in applied statistics
Post baccalaureate in environmental studies
Post baccalaureate in gerontology
Post baccalaureate in Hispanic studies

ADMISSION TO DEGREE PROGRAMS

New and reenrolling freshmen, unclassified and special admission students, and other students who have not yet been accepted into a degree program are assigned to the General College for academic support. Each of these students is assigned a General College advisor who assists the student in selecting courses to fulfill basic studies requirements, maintaining the required academic standards, and choosing a major. All General College advisors emphasize the importance of undertaking a rigorous academic load consisting of 15-16 credit hours each semester in order to complete all requirements for graduation within four years and can provide model four-year graduation plans for all majors offered by the university.

Admission to the College of Arts and Sciences

Students wishing to declare a major within the College of Arts and Sciences will request to have their records transferred to the appropriate department no earlier than the end of the second semester of the freshman year but before or during the semester that they complete 45 semester hours of credit. See departmental requirements for any prerequisites to declaring a major.

Admission to the Professional Schools

Students wishing to declare a major within a professional school will request to have their records transferred to the appropriate school no earlier than the end of the second semester of the freshman year but before or during the semester that they complete 45 semester hours of credit. These students will then be assigned to that school for pre-professional advising.

Students seeking admission to the Cameron School of Business or the Watson School of Education normally submit their applications to the appropriate school immediately upon completion of the third semester of study, provided the minimal requirements as stated in the university catalogue have been met at the time of application.

Students seeking admission to the School of Nursing must submit applications to the Office of the Dean, School of Nursing. Application forms and deadline dates are available from the School of Nursing and on the School of Nursing Web site: www/uncw.edu/son.

I. Requirements for Admission to the Cameron School of Business

1. Each applicant for admission must have completed a minimum of 44 semester hours.
2. For students completing all of the admissions requirements at UNCW, a minimum cumulative grade point average of 2.60 is required from the following courses: ENG 101, 201, (ENG 103 may be substituted for ENG 101 and ENG 201); MAT 151 or 161; QMM 280; ACG 201, ACGL 201; ECN 221, 222, and the course used to satisfy the UNCW foreign language basic studies requirement.
   Students who have received transfer credit for any of the courses in the above admissions list will have the cumulative grade point average required for admission to the Cameron School of Business (minimum cumulative 2.60) calculated on the basis of the following UNCW coursework: 1) all courses required to complete the admissions list. If these courses do not total at least 12 credit hours, then also: 2) all business core courses taken at UNCW that when combined with the courses from the admission list will equal at least 12 credit hours.
3. Students may not enroll in restricted courses nor enroll in more than 15 semester hours with the school beyond preadmission courses without being formally admitted to the school. A list of restricted courses is available in the Cameron School of Business Student Services Center.
4. Each applicant must have completed a Cameron School of Business Admission Orientation.

II. Requirements for Admission to the Watson School of Education and the Teacher Education Program

1. Completion of the university requirements in English, mathematics, and a science laboratory course with a grade of "C" or better in each course.
2. Completion of EDN 200, "Teacher, School and Society," with a grade of "C" or better.
3. Completion of four semesters or two academic years of full-time college study, or completion of required Basic Studies program. A minimum overall grade point average of 2.70 on a 4.00 scale on work attempted at UNCW is required. Transfer students must earn a 2.70 on a minimum of 12 hours completed at UNCW.
4. Passing scores on teacher education entry tests specified and mandated by the Board of Education of the state of North Carolina.

Note: Students may not enroll in EDN/SED 300- or 400-level courses beyond EDN 303 until they are admitted to the Watson School of Education.

III. Requirements for Admission to the Bachelor of Science Programs in the School of Nursing

Bachelor of Science in Professional Nursing
Prelicensure Option:

1. Admission to the University of North Carolina Wilmington
2. A 2.50 total GPA is required for evaluation of a student's transcript by the School of Nursing. Each student's total GPA, including the fall semester/quarter grades of application year, is calculated on all transferable college courses attempted at all accredited institutions of higher education according to the guidelines in use by the UNCW Admissions Office.
3. Successful completion of all prerequisites prior to Summer Session I of the year of admission, as per the university calendar as follows:
   a. Completion of all Basic Studies and all prerequisites prior to admission.
   b. Minimum grade of "C" in all required prerequisite and corequisites courses and their accompanying labs: BIO 204, 240, 241, 246; CHM 101; MAT 111 or 151; either PAR 101, 110, 115, 205, 211, or 215; PSY 105, 223; either SOC 105, ECN 125 or 221; and STT 210 or 215.

4. Certification as a nursing assistant (CNA1) is required before application deadline of January 10.
5. A satisfactory score on the Nurse Entrance Test (NET).
6. Physical, mental, and emotional health that enables a student to participate in and complete the program.

In addition to the minimum criteria the following will also be considered:

1. Students with a prior baccalaureate degree from a regionally accredited institution.
2. Students with backgrounds in keeping with the university's commitment to a diverse student body.
3. Students' GPA on courses prerequisite to nursing. (See Admission Criterion #3, a, b)

RN Access (RN to BS) Option:

1. Admission to the University of North Carolina Wilmington.
2. A current unrestricted license to practice as a registered nurse in North Carolina or one of the states participating in the Nurse Licensure Compact.
3. A 2.50 total GPA is required by the School of Nursing. Each student's total GPA is calculated on all transferable college courses attempted at all accredited institutions of higher education according to the guidelines in use by the UNCW Admissions Office.
4. Completion of all Basic Studies and required nursing prerequisites prior to admission to the professional component of the program.
5. Physical, mental, and emotional health that enables a student to participate in and complete the program.

Bachelor of Science in Clinical Research (CLR)

1. Admission to the University of North Carolina at Wilmington.
2. Completion of UNCW Basic Studies and required CLR prerequisite and collateral courses: BIO 240, 241, 246; CHM 101, 102; CSC 110; MAT 111; PSY 105, 223, PSY 366 or SOC 345; SOC 105; STT 210.
3. Average of "C" (2.00) or better in science courses.
4. Completed application to the Clinical Research Program with application fee.
5. Recommendation of Student Affairs Committee of the School of Nursing.
6. Approval of the clinical research faculty and the dean.

DEGREE REQUIREMENTS

COLLEGE OF ARTS AND SCIENCES

(http://www.uncw.edu/cas/)

David P. Cordle, *dean*
Jeffery M. Hill, *associate dean*
Stephen J. McNamee, *associate dean*
Stephen J. Pullum, *associate dean*

The College of Arts and Sciences offers a variety of programs in the liberal arts leading to the Bachelor of Arts, Bachelor of Fine Arts in creative writing, Bachelor of Music, Bachelor of Science, Bachelor of Social Work, Master of Arts, Master of Fine Arts in creative writing, Master of Science and Doctor of Philosophy in marine science degrees. To implement these programs, the college provides instruction, research, and creative opportunities in the fine arts and humanities as well as in the natural, physical, and social sciences. The 22 academic departments in the college provide courses of study in each of these areas, in addition to interdepartmental programs in African-American studies; American studies; Asian studies; classical studies; European studies; forensic science; gerontology; information technology; journalism; Latin American studies; leadership studies; Middle East studies; Native American studies; postcolonial studies; science, the humanities and society; and women's studies. Pre-professional programs in allied health, health-related careers, dentistry, law, medicine, optometry, pharmacy, physical therapy, podiatry and veterinary medicine, and a 2+2 and 3+2 program in engineering are also offered in the college. Additionally, the College of Arts and Sciences offers a certificate for professional writing and a certificate in geographic information science.

The College of Arts and Sciences strives in all of its degree programs to nurture creative thinking, intellectual curiosity, and academic integrity in our students while providing them with a solid foundation of knowledge in their chosen field. Upon completion of their degree program, students will have the necessary preparation for their chosen career or advanced studies.

Degree requirements for all undergraduate majors and minors available in the College of Arts and Sciences are listed below. Requirements for the graduate degrees are listed in the Graduate School Catalogue, while those for professional, pre-professional, and special programs are listed in those sections of this catalogue. See the index below for the beginning page number of the specific degree requirements and course descriptions. Please note that all internship courses (498 designation) offered by departments within the college have a prerequisite of a minimum overall grade point average of 2.00; specific departments may require a higher overall average, as noted in their internship course descriptions.

COLLEGE OF ARTS AND SCIENCES

African-American Studies 113, 187
American Studies 114, 187
Anthropology 114, 187
Art 115, 193
Art History 115, 191
Asian Studies 116
Athletic Training 135, 196
Biology 117, 198
Biology and Marine Biology 117
Chemistry and Biochemistry 119
Chemistry 119, 206
Choral Music 149
Classical Studies 120, 209
Communication Studies 120, 210
Italian 133, 277
Japanese 133, 277
Jazz Studies 149
Journalism 141
Latin 133, 278
Latin American Studies 142
Leadership Studies 142, 278
Marine Biology 118
Mathematics 144, 279
Mathematics and Statistics 143
Middle East Studies 146
Music 147, 288
Native American Studies 150
Oceanography 125

Computer Science 121, 221
Creative Writing 122, 218
Criminal Justice 156, 216
Earth Sciences 123
Engineering 129, 180, 238
English 125, 238
Environmental Engineering 129
Environmental Sciences 128, 129
Environmental Studies 127, 245
European Studies 130
Film Studies 130, 252
Fine Arts 250
Foreign Languages and Literatures .131, 249
Forensic Science 134
French 132, 250
Geographic Information Science 124
Geography 124, 257
Geology 124, 261
German 133, 256
German Studies Consortium 101, 133
Gerontology 101, 135, 265
Health 137, 265
Health and Applied Human Sciences . . .135
History 140, 268
Information Technology 141
International Affairs 153
Parks and Recreation Management . . .139, 329
Philosophy 150, 303
Philosophy and Religion 150
Physical Education 137, 309
Physics and Physical Oceanography 151
Physics 151, 315
Political Science 152, 317
Portuguese 133, 324
Postcolonial Studies 153
Pre-Professional Programs 182
Professional Writing 126
Psychology 154, 324
Public Administration 153
Recreation Management 139, 329
Religion 150, 306
Science, the Humanities and Society . .155, 334
Social Work 155, 343
Sociology 156, 334
Sociology and Criminal Justice 156
Spanish 133, 338
Statistics 146, 341
Studio Art 115
Theatre 116, 345
Therapeutic Recreation 139, 331
Women's Studies 158, 349

DEPARTMENTAL REQUIREMENTS

AFRICAN-AMERICAN STUDIES
(Interdepartmental)

Dr. A. McDaniel, Dr. S. Murrell, *coordinators.*

The College of Arts and Sciences offers an interdisciplinary minor in African-American studies which provides students with an understanding of the many facets of the African-American experience. The minor encompasses courses in history, English, political science, sociology, criminal justice, communication studies and philosophy and religion. Students should contact the coordinator in the Department of Political Science for additional information.

Requirements for a Minor in African-American Studies: To earn a minor in African-American studies requires 21 hours, including twelve hours in core courses. The remaining hours may be taken from the electives below, including at least 3 hours at the 300 level or higher.

Core Courses: AFA 101, ENG 232, HST 261, and PLS 340.

Electives: COM 390, 391; CRJ 370; ENG 355; HST 371, 372, 373, 374; MUS 116, 119; PLS 330; PAR 243; SOC 325.

Students must earn at least a "C" (2.00) average in courses counted for a minor in African-American studies.

Courses taken to fulfill major requirements cannot be used to fulfill requirements for the African-American studies minor.

AMERICAN STUDIES
(Interdepartmental)

Dr. L. Rohler, Jr., *coordinator.*

The College of Arts and Sciences offers an interdisciplinary minor in American studies. The minor provides students with the opportunity to develop an understanding of the nexus of ideas and events that shape the American experience and the symbolic representation of these ideas and events in American literature and art. Students should contact the coordinator in the Department of Communication Studies for additional information.

Requirements for a Minor in American Studies: To earn a minor in American studies requires completion of 21 hours, including 9 hours of core courses and 12 hours of electives. At least 3 hours must be at the 300 level or above. No more than 9 hours may be taken from any one department.

Core Courses: ENG 223 or 224; HST 201 or 202; PAR 205 or 242.

Electives: any courses above not selected as core courses; AMS 200; ARH 309, 310; COM 290, 450; ENG 232, 350, 351, 352, 353, 355, 384; HST 330, 331, 333, 339, 346, 347, 348, 352, 353, 354, 355, 356, 357, 358; MUS 116; PAR 351, 352; PLS 208, 272, 300, 301, 307, 309, 340, 405, 407, 415; SOC 200, 304.

Students must earn at least a "C" (2.00) average in courses counted for a minor in American studies.

Courses taken to fulfill major requirements or requirements for another minor may not be used to fulfill requirements for this minor.

ANTHROPOLOGY
http://www.uncw.edu/ant

Dr. D. McCall, *chair.* Dr. Albert, Dr. Lerch, Dr. Reber, Dr. Sabella, Dr. S. Simmons.

The Department of Anthropology offers a Bachelor of Arts degree in anthropology that is designed to give students a thorough grounding in the liberal arts and basic competency in all facets of anthropology to prepare them for immediate employment or advanced studies in anthropology or allied fields.

Computer Competency Requirement: To satisfy the computer competency requirement for the B.A. degree in anthropology a student must successfully complete ANT 210 or 326.

Oral Communication Competency Requirement: To satisfy the oral communication competency requirement for the B.A. degree in anthropology a student must successfully complete ANT 450 or COM 110.

Requirements for a Major in Anthropology for the B.A. degree: 37 hours. ANT 206, 207, ANTL 207, ANT 210, 450 and 24 additional hours. A minimum of 6 hours is required from each of three subfields listed below and either an elective from the linguistics group or an additional 3 hours from one of the first three subfields. Physical: ANT 320, 322, 324, 326, 426, 430. Archaeology: ANT 307, 308, 310, 311, 315, 411, 412, 455. Cultural: ANT 301, 303, 304, 305, 309, 317, 387, 445. Linguistics: ANT 208, ENG 320, 322. No more than 3 hours may be taken from the linguistics group. Students contemplating a professional career in anthropology are urged to study a foreign language and acquire basic skills in computer science and statistics. Anthropology advisors may recommend additional courses in the sciences, humanities, or mathematics commensurate with individual career plans.

A "C" (2.00) grade point average or better is required among all courses used to satisfy the

anthropology major and a "C" grade or better is required in each required anthropology course counted toward the major.

Requirements for a Minor in Anthropology: 21 hours. ANT 206, 207, 210, and 12 additional hours at least 6 of which are at the 300-400 level. ANTL 207 may be taken as an elective but is not required. In selecting the courses to fulfill the minor requirements, students are strongly encouraged to consult with the anthropology faculty.

A "C" (2.00) grade point average is required among anthropology courses used to satisfy the above requirements.

ART AND THEATRE

http://www.uncw.edu/att

Mr. D. Furst, *chair.*

The Department of Art and Theatre offers majors in art history, studio art and theatre which prepare students for advanced study in their chosen field, or for performance, teaching, artistic and related careers which require the baccalaureate degree.

ART

Ms. Conner, Mr. Furst, Mr. Irvine, Dr. Kirschke, Dr. Moore, Dr. Myers, Dr. Olson, Mr. Wilcox.

Computer Competency Requirement: To satisfy the computer competency requirement for the B.A. degree in art a student must successfully complete ART 260, 339, 360 or CSC 105 for studio art or ARH 290 for art history.

Oral Communication Competency Requirement: To satisfy the oral communication competency requirement for the B.A. degree in art a student must successfully complete ART 495 for studio art or ARH 290 or 495 for art history or any other approved oral intensive course (see list on page 100).

Requirements for a Major in Art History for the B.A. degree: 42 hours. ARH 201, 202, 290, 308; 6 hours of studio art to be chosen from ART 101,102, 111, 112; HST 101,102; 18 hours in art history at the 300-400 level. No more than 3 hours of ARH 491 may be counted toward the major.

A grade of "C" (2.00) or better is required for each course counted toward the major.

To complete a double major in art history and studio art, a student must complete ART 101, 102, 111 or 112, 211, and 27 hours chosen from at least three different studio areas.

Requirements for a Minor in Art History: 24 hours. ARH 201, 202, 308; 15 hours of 300-400 level art history. No more than 3 hours of ARH 491 or 3 hours of ARH 498 may be counted towards the minor. Courses counted towards a major in studio art (i.e. ARH 201, 202, 308) cannot be counted toward completion of minor requirements. Nine additional hours of art history courses may be chosen to fulfill minor requirements for studio art majors. A grade of "C" (2.00) or better is required for each course counted toward the minor.

Requirements for a Major in Studio Art for a B.A. degree: 49 hours. ART 101 and 102; ART 111 or 112; ART 211, 476; ARH 201, 202, and 308; and 27 hours chosen from at least three different studio areas.

A grade of "C" (2.00) or better is required for each course counted toward the major.

To complete a double major in studio art and art history, the student must complete ARH 290 and 27 additional hours in art history at the 300-400 level.

Requirements for a Minor in Studio Art: 21 hours. ART 101,102; 15 hours of 200-400 level studio art courses chosen from at least two different areas. At least 6 hours must be 300-400 level. No more than 3 hours of ART 491 or 3 hours of ART 498 may be counted towards the minor. Courses counted toward a major in art history (i.e. ART 101, 102) cannot be counted toward completion of minor requirements. Six additional hours of studio art courses may be chosen to fulfill minor requirements for art history majors. A grade of "C" (2.00) or better is required for each course counted toward the minor.

Courses taken toward a major cannot be counted toward a minor and vice versa.

THEATRE

Dr. A. Berkeley, Mr. Glynn, Ms. Mortimore, Mr. Steenerson, Dr. Theodore, Dr. Vincent, Mr. Wagenseller.

Computer Competency Requirement: To satisfy the computer competency requirement for the B.A. degree in theatre a student must successfully complete THR 211 or 411.

Oral Communication Competency Requirement: To satisfy the oral communication competency requirement for the B.A. degree in theatre a student must successfully complete THR 486.

Performance Requirement: The theatre major requires successful completion of a performance requirement. This is administered at the department level.

Requirements for a Major in Theatre for a B.A. degree: 48 hours. THR 110, 165, 211, 231, 241, 242, 243, 321, 322, 355, and 486 or 487. Must also choose 2 from the following 3 courses: THR 305, 306, 308, and an additional 15 credits in theatre, with at least 9 credits at the 295-400 level.

Requirements for a Minor in Theatre: 18 hours. THR 110, 130 or 230, 165, 201or 241, 242, 243 and 321 or 322, and 3 credit hours in theatre at the 295-400 level.

A "C" (2.00) is required in each course counted toward the major or minor.

ASIAN STUDIES
(Interdepartmental)

Ms. Y. Kano, *coordinator*

The College of Arts and Sciences offers an interdisciplinary minor in Asian studies. The minor provides students with a multifaceted understanding of Asian societies, histories, languages, political systems, and geographies. For additional information, students should contact the coordinator in the Department of Foreign Languages and Literatures.

Requirements for a Minor in Asian Studies: A minor in Asian studies requires a total of 21 credit hours, distributed as 12 hours of core courses and 9 hours of designated electives. The core consists of the following courses: HST 103, PAR 232, PLS 339, and 3 hours of a foreign language (either JPN 101 or transfer credit of study of another Asian language). The remaining 9 hours may be chosen from GGY 181, 388; HST 360, 361, 363, 365, 366, 497; JPN 101,

102, 201, 202, 211; PAR 246, 247, 248, 370, and PLS 317. At least six credits of the total 21 must be taken at the 300-level or above.

Substitutions may be approved for topic courses, seminars, directed individual study, field work, and/or study abroad that focus primarily on Asia. Students must have a "C" (2.00) average in all courses counted for the minor.

BIOLOGY AND MARINE BIOLOGY

http://www.uncw.edu/bio

Dr. M. Posey, *chair.* Dr. Baden, Dr. Bailey, Dr. Ballard, Dr. Brewer, Dr. Cahoon, Dr. Chandler, Dr. Clavijo, Dr. Dillaman, Dr. Dodd, Dr. Durako, Dr. Emslie, Dr. Hackney, Dr. Hadley, Dr. Hagley, Dr. Hosier, Dr. Kapraun, Dr. Kinsey, Dr. Koopman, Dr. Lankford, Dr. McCartney, Ms. McGee, Dr. Melroy, Dr. Merritt, Dr. Mintzes, Dr. Pabst, Dr. Padgett, Dr. Pawlik, Dr. Potts, Dr. Quackenbush, Dr. Roer, Dr. Satterlie, Dr. Sayigh, Dr. Scharf, Dr. Shafer, Dr. Sizemore, Dr. Song, Dr. Stapleton, Dr. Szmant, Dr. Tomas, Dr. Webster, Dr. Wilbur.

Students may declare a major in biology or marine biology after completion of 30 semester hours of credit and a grade point average of 2.50 or higher in two biology lab courses, preferably BIO 204 or 205 or 206.

Transfer students wishing to declare a major in biology or marine biology must meet admission requirements, which are:

a. completion of 30 semester credit hours from an accredited four-year college or university and a 2.50 grade point average in two biology courses with labs, preferably BIO 204 or 205 or 206, or equivalents; or,

b. completion of an associate degree from an accredited two-year college and a 2.50 grade point average in two biology courses with labs.

Students who apply to the Department of Biology and Marine Biology and do not meet the admission requirements will be considered pre-majors. All students who desire a degree in biology or marine biology must meet the admissions requirements and declare a major to be eligible to graduate.

Computer Competency Requirement: To satisfy the computer competency requirement for the B.A. or B.S. degree in biology or the B.S. degree in marine biology a student must successfully complete two of the following: BIO 335, 345, 366, 488, and 495.

Oral Communication Competency Requirement: To satisfy the oral communication competency requirement for the B.A. or B.S. degree in biology or the B.S. degree in marine biology a student must successfully complete BIO 495.

Requirements for a Major in Biology for the B.A. degree: 51 hours. BIO 204, 205 and 206, which should be taken early in the program of study, BIO 495, completion of a minimum of 30 hours chosen from biology courses numbered above 299, and CHM 101-102. A "C" (2.00) or better average is required on all BIO courses above 200.

This is a flexible program that can be designed by a student and an advisor to meet personal educational goals and interests that may or may not include graduate study. The program may be used to meet a set of specific requirements; for example, certification for teaching at the secondary school level. Students in this major are qualified for a wide array of positions working in the biological sciences.

Requirements for a Major in Biology for the B.S. degree: 70 hours. BIO 204, 205 and 206, which should be taken early in the program of study, BIO 335 and BIOL 335, BIO 325 and BIOL 325 or BIO 340 or BIO 345 and BIOL 345 or BIO 240-241, BIO 366 and BIOL 366, and BIO 495. A minimum of 15 hours chosen from BIO courses numbered above 299. CHM

101-102, CHM 211 and CHML 211, CHM 212 and CHML 212 or BIO 465 and BIOL 465; PHY 101-102; MAT 151 or 161 and STT 215. A "C" (2.00) or better average is required for BIO courses above 299.

This program is designed to meet the needs of biology majors who may wish to pursue further education in graduate school in biology or professional schools in the health sciences. The sequence of courses conforms to entrance requirements prescribed in publications of the Association of American Medical Colleges, the American Association of Dental Schools, and the Council on Optometric Education of the American Optometric Association. Working closely with an advisor, students may select elective courses tailored to individual needs, as follows:

Pre-health Professional: BIO 315, 316, 320, 325, 371, 415, 425, 459, 465

Clinical laboratory Sciences: BIO 320 and 425 are required, BIO 325, 371, 465

Conservation Biology: BIO 311, 313, 314, 318, 356, 357, 358, 368, 430, 452, 456, 466, 475, 482

Students planning to attend graduate school are also encourages to take CHM 235; MAT 152 or MAT 162; CSC 112, 121. Students interested in health professional schools should visit http://people.uncw.edu/ballardt and review the advising manual posted there.

Requirements for a Major in Marine Biology for the B.S. degree: 74-75 hours. BIO 204, 205 and 206, which should be taken early in the program of study; BIO 335 and BIOL 335, BIO 325 and BIOL 325 or BIO 340 or BIO 345 and BIOL 345, BIO 362, BIO 366 and BIOL 366, and BIO 495. A minimum of 8 hours chosen from BIO 312 or 313, BIO 318, and BIO 357 and BIOL 357. A minimum of 9 hours chosen from BIO courses numbered above 299. CHM 101-102, CHM 211 and CHML 211; GLY 150; PHY 101-102; MAT 151 or MAT 161, and STT 215. A "C" (2.00) or better average is required for BIO courses above 299.

The UNCW marine biology curriculum is a unique baccalaureate program in the university system. It includes a strong foundation of biology with an emphasis in marine biology at the junior and senior levels. Full use is made of the natural laboratory provided by the adjacent Atlantic Ocean through extensive field work in many marine biology and biology courses. The curriculum is flexible enough to meet the individual needs of the student enabling preparation for graduate studies or for teaching and research careers available to one with the baccalaureate degree.

Requirements for Teacher Licensure in Biology: In addition to completing the requirements for a degree in biology or marine biology and the other requirements of the Teacher Education Program, the following courses are required for licensure: BIO 160 or BIO 335 and BIOL 335, BIO 190 or 425, BIO 315, BIO 325 and BIOL 325 or BIO 340 or BIO 345 and BIOL 345, BIO 366 and BIOL 366; GLY 101 or 150, and PHY 101 or 105. Additionally, to earn Secondary Science Licensure students must select at least 21 hours from three physical science areas. A minimum of two courses from each discipline, including PHY 260, is required.

For information on the Teacher Education Program admissions criteria and the courses required for licensure in North Carolina, see the Watson School of Education section of this catalogue. Students planning to pursue licensure should apply to the Watson School of Education as soon as admissions requirements are met (typically in the sophomore year) and plan their programs in regular consultation with their advisors. Teacher licensure requirements are established at the state level and may be changed by the state at any time.

CHEMISTRY AND BIOCHEMISTRY

http://www.uncw.edu/chem

Dr. C. Ward, *chair.* Dr. Almeida, Dr. Avery, Dr. Baden, Dr. Cooper, Dr. Halkides, Dr. Hancock, Dr. S.B. Jones, Ms. C. Kieber, Dr. R. Kieber, Mr. Lancaster, Dr. J. Levy, Dr. Manock, Dr. Martin, Ms. McCreery, Dr. Messina, Dr. Reeves, Dr. Sayed, Dr. Seaton, Dr. Skrabal, Dr. Varadarajan, Dr. Willey, Dr. Wright.

The Department of Chemistry and Biochemistry offers two programs leading to undergraduate degrees. The Bachelor of Science degree, certified by the American Chemical Society, prepares students intending to pursue a graduate degree or a career in chemistry. The Bachelor of Arts degree provides a broad chemistry-based background in preparation for a chemistry-related career or for those planning to teach chemistry. The minor in chemistry is designed for students who are majoring in other disciplines but would like additional coursework in chemistry.

Computer Competency Requirement: To satisfy the computer competency requirement for the B.A. or B.S. degree in chemistry a student must successfully complete CHM 101 and 102.

Oral Communication Competency Requirement: To satisfy the oral communication competency requirement for the B.S. or B.A. degree in chemistry a student must successfully complete CHM 495.

Requirements for a Major in Chemistry for the B.A. degree: 60 hours. BIO 204; CHM 101-102, CHM 211-212, CHML 211-212, CHM 235, CHML 235, CHM 312, 321, CHML 321, CHM 445, 495; MAT 161-162; PHY 101-102 or PHY 201-202; and at least seven semester hours from CHM 377, CHML 377, CHM 365, 415, 417, 420, CHML 420, CHM 425, 435, CHML 445, CHM 466, 467, 475, 478, 490, 491*, 498* and 499* (*If 491, 498 or 499 is used, the student must take a total of 3 credit hours in 491 or 498 and may count only 3 of the 6 credit hours taken as 499 for credit toward the major.)

An overall grade point average of "C" (2.00) is required in all chemistry courses counted toward the major.

The following courses are recommended electives for some particular areas of interest:

Environmental Chemistry: BIO 205 or 206; CHM 377, CHML 377; EVS 195, 495; GLY 120, and STT 215.

Marine Chemistry: BIO 205 or 206, 362; CHM 475; and GLY 150.

Industrial Chemistry: CHM 365, 435 and CHML 445; ACG 201 and either QMM 280 or STT 215.

Premedical Science: BIO 206; CHM 365, 417, 466, 467

Requirements for a Major in Chemistry for the B.S. degree: BIO 204; CHM 101-102, 211-212, CHML 211-212, CHM 235, CHML 235, CHM 250, 312, CHML 312, CHM 321, CHML 321, CHM 365, 420, CHML 420, CHM 435, 445, CHML 445, CHM 495; MAT 161-162, 261, and 335 or 361; PHY 101-102 and 201 or PHY 201-202; and one of the following options:

Option 1. General. 76 hours. Three hours from the following: CHM 415, 417, 425, 466, 467, 491*, and 499*

Option 2. Biochemistry. 81 hours. CHM 466, 467, and 3 hours from the following: BIO 325, 425; CHM 491*, or 499*. For either CHM 491 or 499 the subject matter must be biochemical in focus, and a comprehensive written report is required.

An overall grade point average of "C" (2.00) is required in all chemistry courses counted toward the major.

Students working for the B.S. degree should arrange their work so as to take CHM 321 and 420 in the junior year.

(*If 491 or 499 is used, the student must take a total of 3 credit hours in 491 and may

count only 3 of the 6 credit hours taken as 499 for credit toward the major.)

Requirements for Teacher Licensure in Chemistry: In addition to completing the requirements for a major in chemistry, students must satisfy the professional education requirements. For Secondary Teacher Licensure in general science as well as chemistry an additional BIO course, PHY 260, and two courses from GLY 101, 120, and 150 are required.

For information on the Teacher Education Program admissions criteria and the courses required for licensure in North Carolina, see the Watson School of Education section of this catalogue. Students planning to pursue licensure should apply to the Watson School of Education as soon as admissions requirements are met (typically in the sophomore year) and plan their programs in regular consultation with their advisors. Teacher licensure requirements are established at the state level and may be changed by the state at any time.

Requirements for a Minor in Chemistry: 22 hours. CHM 101-102, CHM and CHML 211-212, or CHM and CHML 211 and 235; and 6 additional hours in chemistry at the 300-400 level.

A "C" or better on each chemistry course, and an overall average of "C" (2.00) in all chemistry courses.

CLASSICAL STUDIES
(Interdepartmental)

Dr. A. Deagon, *coordinator.*

The College of Arts and Sciences offers an interdisciplinary minor in Classical Studies. The minor provides students with a multifaceted understanding of the civilizations of ancient Greece and Rome, as well as of the Western foundations of modern intellectual traditions. Students complement core requirements with studies in the fine arts, literature, political science, history and civilization, philosophy and religion, and ancient languages. Students should contact the coordinator in the Department of Foreign Languages and Literatures for additional information.

Requirements for a Minor in Classical Studies: 18 hours. Core (6 hours): ARH 201; CLA 210 (ENG 210); PAR 201. Electives (12 hours): LAT 102, 201, 202, 491; CLA 209 (ENG 209), 330, 345, 491; ARH 301; HST 306; PAR 141, 231, 302, 303.

A "C" (2.00) or better average is required on courses counted toward the minor in Classical Studies.

COMMUNICATION STUDIES
http://www.uncw.edu/com

Mr. F. Trimble, *chair.* Dr. Bobbitt, Dr. Bolduc, Mr. Bollinger, Dr. Brunson, Ms. Bulger, Ms. Chin, Dr. Comeaux, Dr. A. McDaniel, Dr. Noor Al-Deen, Dr. Olsen, Mr. Pezzuolo, Dr. Pullum, Dr. Rohler, Dr. Tallant, Dr. Weber.

The Department of Communication Studies offers a diverse undergraduate curriculum integrating application with theory, providing majors a degree program in which the philosophy, practice, criticism, and study of communication are emphasized and balanced. Majors are afforded the opportunity to customize their academic experience in preparation for both postgraduate education and professional careers across a wide spectrum of discipline specializations.

A student may apply to the communication studies program and become a pre-communication studies (PCOM) major after earning a minimum 24 semester credit hours and a grade of "B" or above in COM 105 (or an equivalent course). A PCOM major becomes a communication

studies (COM) major by earning a grade of "B" or above in COM 200 (or an equivalent course). All UNCW continuing and transfer students are subject to this gateway at the time of application.

Computer Competency Requirement: To satisfy the computer competency requirement for the B.A. degree in communication studies a student must successfully complete CSC 105.

Oral Competency Requirement: To satisfy the oral communication competency requirement for the B.A. degree in communication studies a student must successfully complete COM 110.

Requirements for a Major in Communication Studies for the B.A. degree: 42 hours. CSC 105, COM 105, 110, 200, 340, 341 and 490 plus 21 additional hours of communication studies coursework. At least 12 of these 21 hours must be at the 300 or 400 level. With respect to these 21 hours, note the following restrictions on the maximum number of credit hours from these courses: COM 104 (0 hours), COM 216 (4 hours), COM 295 (6 hours), COM 491 (0 hours), COM 495 (6 hours), COM 498 (3 hours).

A minimum "C" (2.00) average across the six core courses and 21 additional hours of communication studies coursework is required. Differently titled courses with the numbers 295 or 495 may be repeated for additional credit.

A maximum number of credit hours may be counted toward graduation from these courses as follows: COM 216 (8 hours), COM 491 (9 hours), COM 498 (12 hours).

COMPUTER SCIENCE

http://www.uncw.edu/csc

Dr. R. Vetter, *chair.* Dr. Adhar, Dr. Berman, Mr. Bradley, Dr. C. Ferner, Ms. M. Ferner, Dr. Guinn, Dr. Hudson, Dr. Narayan, Dr. E. Patterson, Dr. L. Patterson, Dr. Ricanek, Dr. Tagliarini, Mr. Tompkins.

The Department of Computer Science offers two programs of study leading to the Bachelor of Science degree in computer science. Option 1 is designed to prepare students for careers in computer programming, systems analysis, or graduate work in computer science. Option 2 is designed to prepare students for careers in computer information systems and the development of business applications software. The department offers courses in computer networking, computer architecture, web design and development, database management systems, parallel computing, computer graphics, artificial intelligence, and software engineering. Thus, the program of study can be tailored to a student's specific area of interest.

Students must have good analytical and problem-solving skills to be successful in computer science. In this regard, students need appropriate preparation in mathematical sciences. In addition, communication and reasoning skills are an important factor in a student's success both in college and in a career in computer science.

Students may declare a major in computer science after completion of CSC 121, 133, and 221 with a grade point average of at least 2.50 on these three courses.

Computer Competency Requirement: To satisfy the computer competency requirement for the B.S. degree in computer science a student must successfully complete CSC 121.

Oral Communication Competency Requirement: To satisfy the oral communication competency requirement for the B.S. degree in computer science a student must successfully complete CSC 495 or any other approved oral communication intensive course (see list on page 100).

Requirements for a Major in Computer Science for the B.S. degree: A student must complete one of the following options to fulfill the degree requirements. A grade point average of "C"

(2.00) or better computed over all the courses used to fulfill the requirements of the major is required; in addition, a grade point average of "C" (2.00) or better computed over all the CSC courses used to fulfill the requirements of the major is required.

Option 1. 69 hours. This option emphasizes the study of computers as systems. Students selecting this option are prepared for careers involving systems analysis or systems integration, or for graduate studies in computer science. CSC 121, 133, 221, 242, 332, 340, 342, 360, 385, 434, 450, 455; 9 additional hours of 300-400 level CSC courses approved by the advisor; MAT 161, 162; STT 215; one of the sequences PHY 201-202, BIO 240-241, or CHM 101-102 with labs; one additional course chosen from CHM 101 with lab (if not selected as part of the two course sequence), CHM 211 and CHML 211, GLY 101, GLY 120 and GLYL 120, PHY 201 (if not selected as part of the two course sequence), PHY 211, BIO 204, 205, 206, 240 (if not selected as part of the two course sequence).

Option 2. 71 hours. This option prepares students to use the computer as a tool for industrial or business and information systems applications. CSC 121, 133, 221, 242, 332, 344, 360, 434, 450, 455; MAT 161, 162; QMM 280 or STT 215; 6 additional hours of 300- 400-level CSC courses approved by the advisor; ACG 201, 203; ECN 221, 222; FIN 335; MGT 350; MKT 340.

Requirements for a Minor in Computer Science: 20 hours. CSC 121, 133, 221, 332, and 6 additional CSC hours at the 200 level or above, including at least 3 at the 300-400 level.

An overall quality point average of "C" (2.00) or better is required for all courses counted toward the minor.

CREATIVE WRITING

http:// www.uncw.edu/writers

Dr. Furia, *chair.* Ms. L. Adams, Mr. Bass, Ms. Brannon, Ms. Brenner, Mr. M. Cox, Dr. Edgerton, Mr. Gerard, Mr. Gessner, Ms. Lee, Ms. Messer, Mr. Siegel, Dr. White.

The Department of Creative Writing offers a major, the Bachelor of Fine Arts degree, and a minor in creative writing. Both programs provide an intensive apprenticeship in writing, informed by the close study of literature, to serious, aspiring writers, among a community of accomplished professional writers. The Bachelor of Fine Arts degree provides training in the art of writing within the context of studies in aesthetics, the literary tradition, the craft and profession of publishing, and broad liberal arts subject matter relevant to the student's needs and goals.

Faculty and students interact in a variety of ways with the community and region. Our Publishing Laboratory replicates the functions of a typical book publisher, allowing students hands-on experience with new technologies in the process of publishing and the techniques of getting published. Our Younger Writers' Summer Workshop is an annual four-day conference that brings together high school students from all over the state and region to study with the faculty and students of the Creative Writing Department. Our primary educational goals include: 1) providing dedicated and talented students with a rigorous apprenticeship in the art and craft of creating literature; 2) developing students' critical faculties, their understanding of literary forms, and their aesthetic judgment; 3) providing students with a strong intellectual foundation in the historical literary tradition, grounding their practice of the art of writing in an understanding of how that art has been practiced by the greatest classic and contemporary authors; and 4) providing a thoughtful interdisciplinary foundation for understanding creative writing's relationship to other arts and scholarly areas. Additionally, the course of study engenders improved problem-solving skills, analytical reasoning, communication abilities, and both independent and group work ethics.

Students may declare a major in creative writing and enter the B.F.A. degree program only after submitting a successful portfolio for review by the faculty. Students must also have

demonstrated their talent and dedication in one of the basic prerequisite courses in creative writing (CRW 207, 208, or 209) by receiving a grade of "B" or better.

Computer Competency Requirement: To satisfy the computer competency requirement for the B.F.A. degree in creative writing a student must successfully complete CRW 207 or 208 or 209.

Oral Communication Competency Requirement: To satisfy the oral communication competency requirement for the B. F. A. degree in creative writing a student must successfully complete CRW 496.

Requirements for a Major in Creative Writing for the B. F. A. degree: 51 hours. A minimum of 27 hours of courses in the Department of Creative Writing, including 3 hours in forms of creative writing (CRW 302, 303, 304 or 306). At least 21 of these hours must be in writing workshop courses in at least two different genres of creative writing, including CRW 496 and one of the following sequences: CRW 207, 307, 407; CRW 208, 308, 408; or CRW 209, 309, 409. Students must also complete 15 hours of courses in literature or forms, which may include courses in the Department of Creative Writing (CRW 203, 302, 303, 304, 305, 306, 314, 315), the Department of English (ENG 209, 210, 211, 212, 223, 224, 225, 226, 230, 232, 233, 290, 332, 333, 335, 336, 337, 338, 340, 341, 342, 350, 351, 352, 353, 354, 355, 356, 361, 362, 363, 364, 365, 370, 371, 372, 373, 374, 375, 380, 381, 382, 383, 384, 390, 430, 431, 432, 490), or the Department of Foreign Languages (FRH 209, 321, 322, 420, 437, 438, 439; SPN 209, 210, 321, 322, 421, 422; GER 209, 431, 432, 434, 436; CLA 209, 210, 345). At least 9 hours of literature course work must be at the 300 or 400 level. At least 3 hours must be in literature before 1800; at least 3 hours must be in literature after 1800. Students must complete 3 hours of course work beyond the basic studies level in fine arts or film studies. Students must also complete 6 hours in courses beyond the basic studies level in one of the following areas: natural sciences and mathematical sciences; social and behavioral sciences; or humanities (excluding any literature courses listed above).

Requirements for a Minor in Creative Writing: An 18-hour program, at least 9 hours of which must be at the 300 level or above: one of the sequences of writing workshop courses (CRW 207, 307, 407; CRW 208, 308, 408; or CRW 209, 309, 409); 3 hours in forms of creative writing (CRW 203, 302, 303, 304, or 306); 3 hours in literature in the Department of English or Department of Foreign Languages (see list of courses above); 3 hours of electives in the Department of Creative Writing. An overall average of "C" (2.00) or better is required among courses taken to satisfy the requirements of the minor.

CRIMINAL JUSTICE

(See Sociology and Criminal Justice)

EARTH SCIENCES

http://www.uncw.edu/earsci

Dr. R. Laws, *chair.* Dr. Abrams, Dr. Ainsley, Dr. Argenbright, Dr. M. Benedetti, Dr. Blake, Dr. Cleary, Dr. Dockal, Dr. Gamble, Dr. Grindlay, Dr. Halls, Dr. Harris, Dr. Henry, Dr. Hines, Dr. Huntsman, Dr. Kelley, Dr. Leonard, Dr. M. Smith, Dr. Thayer, Dr. Tobias.

The Department of Earth Sciences offers majors in geography and geology which prepare the student for advanced studies or for teaching, research, and technical careers available to one who holds the baccalaureate degree. In addition, the department offers minors in geography, geology and oceanography, and a certificate in geographic information science (GIS).

Computer Competency Requirement: To satisfy the computer competency requirement for the B.A. degree in geography a student must successfully complete GGY 205 and 320.

Oral Communication Competency Requirement: To satisfy the oral communication competency requirement for the B.A. degree in geography a student must successfully complete GGY 495.

Requirements for a Major in Geography for the B.A. degree: 47 hours. Core requirements: GGY 130, 140, 180, 181, 205, 320 and 495 (21 hours). In addition, students must complete a minimum of 17 hours within a chosen option, 9 hours outside of the option, at least one laboratory class (**), and at least one regional class (***). At least 14 hours must be above the 299 level.

Option 1. Applied Geography. Option requirements: GGY 222, 270 and 328. Choose a minimum of 8 hours from GGY 422**, 424**, 426**, 473, 478. This option is designed for students who are interested in careers as planners, remote sensing and GIS specialists, and historic preservationists.

Option 2. Human Geography. Option requirements: GGY 210 and 382. Choose a minimum of 11 hours from GGY 245, 255***, 282***, 312, 317, 340, 350, 383***, 384***, 385***, 386***, 388***, 452 and 485***. This option is designed for students who are interested in careers as regional specialists, international business officials, and social scientists.

Option 3. Physical Geography. Option requirements: GGY 222, 230, and 335**. Choose a minimum of 7 hours from GGY 333**, 336, 433, 435 and 437. This option is designed for students who are interested in careers as climatologists/meteorologists, geomorphologists, and hydrologists.

A "C" (2.00) or better average is required on all courses taken within the department and on all required courses above the 199 level in the department.

Requirements for a Minor in Geography: 23 hours. GGY 130, 140, 180 or 181, 205, 320 and 6 additional hours of geography courses, all of which must be at the 300-400 level.

A "C" (2.00) or better average is required for courses counted toward the minor.

Requirements for a Certificate in Geographic Information Science: 20 hours. Students in any major can achieve certification in geographic information science (GISci). GISci certification can provide valuable career potential for those seeking careers as geographic information systems, cartography, and image processing specialists. Required courses include: GGY 205, 222, 320, 328 and 422, and 4 additional hours selected from GGY 424 or 426.

An overall average of "C" (2.00) or better is required among courses taken for the certification.

Computer Competency Requirement: To satisfy the computer competency requirement for the B.A. or B.S. degree in geology a student must successfully complete GLY 201.

Oral Communication Competency Requirement: To satisfy the oral communication competency requirement for the B.A. or B.S. degree in geology a student must successfully complete GLY 495.

Requirements for a Major in Geology for the B.A. degree: 48-51 hours. Core requirements: GLY 101 or 120 (with GLYL 120) or GLY 171; GLY 135 or 150; GLY 172; GLY 200 or 220; GLY 201, 310, 489, and 495; CHM 101; MAT 111-112 or 115 or 161. In addition, students must complete 15 hours of electives selected from any 200-level or higher course in geology, 10 of which must be from courses above the 299 level. GLY 200 and 220 may not be used for elective credit.

A "C" (2.00) or better average is required on all courses taken within the department and a "C" (2.00) or better average on all required courses above the 199 level in the department.

Requirements for a Major in Geology for the B.S. degree: 73 hours. Core requirements: GLY 171, 172, 200, 201, 311, 312, 337, 431, 441, 470, 495; CHM 101, 102; MAT 161-162; PHY 101-102 or 201-202. In addition, students must complete 7 hours of elective courses in geology selected from: GLY 335, 391, 392, 393, 394, 402, 420, 426, 440, 443, 465, 472, 480, and 489.

A "C" (2.00) or better average is required on all courses taken within the department and "C" (2.00) or better average on all required courses above the 199 level in the department.

Requirements for a Minor in Geology: 23-24 hours. GLY 101, 172, 201, 310; CHM 101, and one additional GLY course at the 300-400 level of at least 3 hours.

An overall "C" (2.00) average is required in courses counted toward the minor.

Requirements for a Minor in Oceanography: 21-22 hours. GLY 150, 350 and 3 courses selected from: BIO 362; CHM 475; GLY 450, and PHY 475; and 2 courses selected from: BIO 170; GGY 333, 422; GLY 420 (PHY 420), GLY 458.

Students must have an overall "C' (2.00) average in courses counted toward the minor.

Requirements for Teacher Licensure in Earth Sciences (Geology only): In addition to completing the requirements for a major in geology and the other requirements of the Teacher Education Program, the following courses are also required for licensure: BIO 204 and 205 or BIO 204 and 206; GLY 150; PHY 260; GGY 230.

For information on the Teacher Education Program admissions criteria and the courses required for licensure in North Carolina, see the Watson School of Education section of this catalogue. Students planning to pursue licensure should apply to the Watson School of Education as soon as admissions requirements are met (typically in the sophomore year) and plan their programs in regular consultation with their advisors. Teacher licensure requirements are established at the state level and may be changed by the state at any time.

ENGLISH

http:// www.uncw.edu/english

Dr. C. Gould, *chair.* Dr. Ashe, Dr. Atwill, Dr. Boren, Dr. Bushman, Dr. Byington, Dr. Cilano, Dr. Clifford, Dr. DePaolo, Dr. Ellerby, Dr. Ervin, Ms. K. Gould, Dr. Hollingsworth, Dr. Huntley, Dr. Kamenish, Mr. Knight, Ms. J. MacLennan, Dr. T. MacLennan, Dr. Montwieler, Dr. Newlin, Dr. Noland, Dr. Reilly, Dr. G. Richardson, Dr. S. Richardson, Dr. Ross-Stroud, Dr. Rugoff, Dr. Schweninger, Dr. Seiple, Dr. Sweeney, Dr. R. Veit, Dr. Walker, Dr. Waxman, Dr. Wentworth, Mr. Wilkes.

The English Department offers programs that foster intellectual development and personal exploration through the study of literature, writing, film, and the English language, and that provide training in analytical and communication skills to prepare students for subsequent professional study and for careers in many fields.

Computer Competency Requirement: To satisfy the computer competency requirement for the B.A. degree in English a student must successfully complete ENG 204 or 205.

Oral Communication Competency Requirement: To satisfy the oral communication competency requirement for the B.A. degree in English a student must successfully complete ENG 495 or 496.

Requirements for a Major in English for the B.A. degree: 42 hours. An overall average of "C" (2.00) or better is required among courses taken to satisfy the requirements of the major.

Literature Option. This option enables students to further their understanding and apprecia-

tion of literature. It allows students to take courses in a broad range of English studies, including literature, writing, film, and the English language. This option is recommended for students who plan to attend graduate or professional school.

Requirements are ENG 205; ENG 332 or 333; 15 additional hours in literature, including 3 hours in literature before 1900 and 3 hours in non-Western or non-canonical literature; 3 hours in writing; 3 hours in the English language; ENG 386 or 387; 9 additional hours of ENG electives; and ENG 495. No more than 15 hours may be at the 200 level.

Professional Writing Option. This option prepares students for careers in writing and editing. It provides intensive training in such areas as journalism, technical writing, business writing, public discourse, and rhetoric, while developing a responsible understanding of how language shapes our world.

Requirements are ENG 204 and 310; 6 hours from ENG 306, 312, 313, 314; 3 hours from ENG 303, 316, or 388; 9 additional hours in writing; 9 hours in literature; 3 hours in the English language; 1 additional three-hour ENG elective; and ENG 496. No more than 12 hours may be at the 200 level.

Teacher Licensure Option. This option prepares students to teach English at the secondary level and to make contributions as active professionals.

Requirements are the Teacher Education Program requirements; ENG 205; 304; 320; 321; 332 or 333; 381; 382 or 383; 6 hours in American literature; 3 hours in non-Western or non-canonical literature; 3 additional hours in writing; an additional three-hour English elective; and ENG 495 or 496. In addition to the Shakespeare course, 3 of the above hours must be in literature before 1900. No more than 12 hours may be at the 200 level.

For information on admissions criteria for the Teacher Education Program and the courses required for licensure in North Carolina, see the Watson School of Education section of this catalogue. Students planning to pursue licensure should apply to the Watson School of Education as soon as admissions requirements are met (typically in the sophomore year) and plan their programs in regular consultation with their advisors. Teacher licensure requirements are established at the state level and may be changed by the state at any time.

Individualized Option. This option allows the students with a GPA of at least 3.00 to develop a plan of study tailored to their specialized academic interests and career goals. The plan must be approved by a committee composed of the student's advisor; the departmental coordinator of undergraduate advising; and one other faculty member with interests or expertise relating to the student's proposed focus, appointed by the department chair. The option is especially appropriate for a double major, an English major coupled with a minor in an area study (e.g., women's studies or American studies), or an English major in combination with another program (e.g., Honors) or degree (e.g., a BFA in creative writing). This option is also useful to students training for careers in law, international business or government, or the media (e.g., film or drama criticism, film or television production).

Requirements are ENG 204 or 205, 6 hours in literature, 6 hours in writing, 3 hours in the English language, and ENG 495 or 496. No more than 15 hours may be at the 200 level.

Requirements for a Minor in English: 18 hours. ENG 204 or 205, plus 15 hours of English classes at the 200 level or above, with at least 9 hours at the 300-400 level.

An overall average of "C" (2.00) or better is required among courses taken to satisfy the requirements of the minor.

Requirements for Certification in Professional Writing: 21 hours. Students in any major can achieve certification in professional writing, a valuable career credential, by completing 21 hours of coursework.

Requirements are ENG 204 and 310; 3 hours from ENG 303, 316, 388; 9 additional hours in writing; and ENG 498.

Courses in Other Departments: Up to 6 hours of writing courses from outside the department, including creative writing courses, may be counted toward the major or minor.

ENVIRONMENTAL STUDIES

http://www.uncw.edu/evs

Dr. J. Hall, *chair and coordinator of B.S. Program*
Dr. R. Buerger, *coordinator of B.A. Program*
Dr. R. Cutting, *coordinator of internships and field experiences*
Dr. J. Hill, *graduate coordinator*

The environmental studies curriculum is designed to give students the depth of intellectual and analytical skills along with the scholarly background necessary to understand and solve environmental problems. The program is interdisciplinary, drawing upon the resources of many related fields to provide the rigorous analysis necessary to understand environmental problems and formulate decisions that are environmentally sound.

The EVS program offers both Bachelor of Arts and Bachelor of Science degree options. The Bachelor of Arts degree allows students a variety of specialization courses in both social and natural sciences. The Bachelor of Science degree is intended to give intensive training in either the biological or physical sciences.

A student in environmental studies must complete all requirements for the major [(General Core)+(B.A. or B.S. Core)+(B.A. or B.S. Electives)] with an overall "C" (2.00) GPA to graduate.

Due to the continual addition of new courses, the chair of the Department of Environmental Studies may consider the substitution of certain courses for those officially listed under the B.A. or B.S. options.

Computer Competency Requirement: To satisfy the computer competency requirement for the B.A. or B.S. degree in environmental studies, a student must successfully complete CSC 105.

Oral Communication Competency Requirement: To satisfy the oral communication competency requirement for the B.A. or B.S. degree in environmental studies, a student must successfully complete EVS 495.

General Core Requirements for all Environmental Studies Majors (24 hours): BIO 204; CHM 101; CSC 105; EVS 195; GGY 130 or EVS 120 (GLY 120), and EVSL 120 (GLYL 120); MAT 111 or higher; STT 215 or GGY 222.

Requirements for a Major in Environmental Studies for the B.A. degree: 66-67 hours total, comprised of the General Core plus option requirements. The Bachelor of Arts degree in environmental studies emphasizes a combination of social science, humanities and natural sciences. A student must select one of four options: environmental planning and policy, coastal environmental management, human dimensions in natural resources management, or an individualized specialization. The B.A. in environmental studies prepares students for entry-level positions in many diverse fields, including urban and regional planning, environmental impact analysis, natural resource management, environmental education, conservation administration, energy policy, public interest lobbying, social science law, government and business.

Environmental Planning and Policy Option: 42 hours in addition to the General Core: COM 223, 311 (LED 311); ECN 221; EVS 325 (ECN 325) or 330 (ECN 330), EVS 360, 361, 362, (BLA 362), 495; GGY 224, 270, 473; PLS 209, 304, 308. Up to a total of 6 credit hours from EVS 491, and/or 497, and/or 498 may be substituted for the above courses with approval of an EVS advisor.

Coastal Environmental Management Option: 43 hours in addition to the General Core: BIO 170; ECN 221; EVS 325 (ECN 325) or 330 (ECN 330), EVS 360, 361, 362 (BLA 362), 495; GGY 224, 336, 473; GLY 458; PLS 209, 329; REC 366. Up to a total of 6 credit hours from EVS 491, and/or 497, and/or 498 may be substituted for the above courses with approval of an EVS advisor.

Human Dimensions in Natural Resources Management Option: 42 hours in addition to the General Core: ECN 221; EVS 325 (ECN 325) or 330 (ECN 330), EVS 360, 361, 362 (BLA 362), 370 (PSY 370), 470, 471, 495; GGY 224, 340; PLS 209; REC 265, 366. Up to a total of 6 credit hours from EVS 491, and/or 497, and/or 498 may be substituted for the above courses with approval of an EVS advisor.

Individualized Environmental Specialization Option: 42 hours (core and electives) in addition to the General Core:

Option Core: 24 hours: ECN 221; EVS 325 (ECN 325) or 330 (ECN 330), EVS 360, 361, 362 (BLA 362), 495; GGY 340; PLS 209.

Option Electives: 18 hours of the following from at least two different areas; 15 hours must be above the 299 level: ANT 309, 324; BIO 150, 160, 170, 180, 190, 364, 366, 478, 482, 487, 488; CHM 377; CHML 377; COM 223, 311; ENG 204, 313; EVS 205, 325 (ECN 325) or 330 (ECN 330), EVS 363, 370 (PSY 370), 470, 478, 479, 485, 490, 491, and/or 497, and/or EVS 498 (up to 6 hours total for any combination of EVS 491, 497, and 498), 499; GGY 140, 224, 270, 317, 320, 322, 336, 337, 424, 426, 433, 435, 473; GLY 220, 458; HST 275, 332, 456; PLS 304, 308, 329; PSY 457; REC 366; SHS 210; SOC 305, 315; STT 305.

Requirements for a Major in Environmental Sciences for the B.S. degree: 66-70 hours total, comprised of the General Core plus option requirements. A student must select one of two options in environmental science: physical or biological science. Each option emphasizes broad and comprehensive training in the fundamentals of mathematics, physics, chemistry, biology and earth science directly related to environmental questions. The B.S. in environmental science prepares students for positions in many diverse scientific areas such as environmental monitoring, pollution abatement, environmental technology development, environmental assessment, and consulting.

Biological Science Option: 42-46 hours (core and electives) in addition to the General Core:

Option Core: 27 or 31 hours: BIO 205, 206, 366, BIOL 366; CHM 102, 377, CHML 377; PHY 105 or 101 and 102; EVS 495.

Option Electives: 15 hours, of which 11 hours must be at the 300 level or higher, from at least two areas: BIO 311, 312, 313, 318, 356, 357, 358, 362, 364, 380, 425, 430, 434, 452, 455, 456, 458, 460 with lab, 462, 466, 471, 474, 475, 478, 480, 482, 487, 488; CHM 211, CHML 211, CHM 212, CHML 212, CHM 235, CHML 235, CHM 475, 478; ENG 204, 313; EVS 205, 325, (ECN 325), 330 (ECN 330), 362 (BLA 362), 380, 420, 478, 479, 485, 490, 491, and/or 497, and/or EVS 498 (up to 6 hours total for any combination of EVS 491, 497, and 498), 499; GGY 224, 320, 424, 426; GLY 220; PHY 475; SHS 210; STT 305.

Physical Science Option: 44 hours in addition to General Core:

Option Core: 26 hours: CHM 102; EVS 495; GLY 220; MAT 161 and 162; PHY 101 and 102 or PHY 201 and 202.

Option Electives: 18 hours, of which 15 hours must be at the 300 level or higher, from at least two areas: BIO 488; CHM 211, CHML 211, CHM 212, CHML 212, CHM 235, CHML 235, CHM 321, CHML 321, CHM 377, CHML 377, CHM 415, 475, 478; ENG 204, 313; EVS 205, 325 (ECN 325), 330 (ECN 330), 362 (BLA 362), 380, 420, 478, 479, 485, 490, 491, and/or 497, and/or EVS 498 (up to 6 hours total for any combination of EVS 491, 497, and 498), 499; GGY 224, 270, 320, 333, 335, 336, 337, 422, 424, 426, 433, 435, 473; GLY 335, 391, 392, 393, 394, 420, 426, 431, 441, 458, 465, 472; PHY 311-312, 475; SHS 210; STT 305.

Requirements for a Minor in Environmental Studies: A minor in environmental studies requires a total of 24 credit hours with a minimum overall quality point average of "C" (2.00) in courses counted toward the minor.

A maximum of 12 credit hours counted toward a student's major will be counted toward completion of core and/or elective minor requirements in environmental studies.

Students selecting the environmental studies minor are strongly encouraged to meet with an environmental studies coordinator to determine a specific course of study.

Core Requirements (12 hours): EVS 195 (3 hours); and 9 additional hours from BIO 205, 206, 366, BIOL 366; CHM 377, CHML 377; EVS 120 (GLY 120), EVSL 120 (GLYL 120), EVS 325 (ECN 325), 330 (ECN 330), 360, 361, 362; GGY 130, 340; GLY 220; PHY 105; PLS 209; STT 215.

Elective Requirements (12 hours): Students may select any of the elective courses listed in the requirements for the Bachelor of Arts (B.A. environmental planning and policy, coastal environment management, human dimensions in natural resources management, or individual environmental specialization) or Bachelor of Science (B.S. biological or physical science option) in environmental studies. A minimum of three disciplines must be chosen as electives. A minimum of 9 hours must be at the 300-400 level.

THE THREE-PLUS-TWO PROGRAM IN ENVIRONMENTAL SCIENCE AND ENVIRONMENTAL ENGINEERING

Dr. J. Hall, *advisor*
Dr. K. Diehl, *advisor*

The Three-Plus-Two Environmental Science and Environmental Engineering Program is a cooperative agreement between the University of North Carolina Wilmington Environmental Studies Program and the North Carolina State University Environmental Engineering Program. The program gives students the opportunity to earn a Bachelor of Science degree in environmental science from the University of North Carolina Wilmington and a Bachelor of Science degree in environmental engineering from North Carolina State University. Students will complete courses listed below to meet the requirements at UNCW. This course of study can be completed in three years. If the student meets the transfer admission requirement for NCSU listed below, the student is accepted into the Environmental Engineering Program. This program can be completed in two years. UNCW has agreed to accept credits from NCSU to complete the degree requirement at UNCW and NCSU has agreed to accept credits from UNCW to complete degree requirements at NCSU. Thus, the student receives a degree from UNCW and a degree from NCSU.

To complete the Three-Plus-Two Program, a student must complete the following courses at UNCW:

- All current basic studies requirements.
- Environmental Science Computer Competency Requirement: CSC 105.
- Environmental Science Oral Competency Requirement: EVS 495.
- Environmental Science General Core Requirements: BIO 204; CHM 101; CSC 105; EVS 195; MAT 111; STT 215; GGY 130 or EVS 120 (GLY 120) and EVSL 120 (GLYL 120).
- Environmental Science for the B.S. Degree Physical Science Core: CHM 102; GLY 220; MAT 161, 162; PHY 201, 202.
- Environmental Science Physical Science Elective Curriculum: must include CHM 211, CHML 211; EVS 325 (ECN 325) and 11 hours of additional physical science electives at the 300-400 level.
- In addition to these courses, students must also complete MAT 261.

A student must complete this course of study with an overall GPA of at least 2.90 and have at least a 2.50 GPA in the last two calculus courses (MAT 162 and 261) to meet NCSU's transfer admission requirements. Students in this program will be advised jointly by the chair of the Department of Environmental Studies and the director of the Engineering Program at UNCW to assure completion of the correct requirements for both programs.

EUROPEAN STUDIES
(Interdepartmental)

Dr. P. Kamenish, *coordinator.*

The College of Arts and Sciences offers an interdisciplinary minor in European studies which focuses on Europe since 1650. The minor provides students with a broad foundation for understanding modern Europe through the study of geography, history, language, and literature. Students complement core requirements with studies in the fine arts, literature, history and civilization, and political science. Students should contact the coordinator in the Department of English for additional information.

Requirements for a Minor in European Studies: 24 hours. Core: (15 hours): GGY 385; ENG 370 or 371; HST 102; HST 394, 396, or 398; and a course in FRH, GER, PRT, or SPN (chosen from offerings numbered 201 or higher, excluding those taught in English and those designated Spanish American or Latin American). Electives (9 hours): Nine additional credits from ARH 202, 304, 305, 306, 307; ENG 370, 371; FRH 209, 311, 321, 322, 385, 437, 438, 439; FST 386, 387, 388; GER 209, 211, 311, 385, 431, 432, 434, 436, 485; HST 319, 320, 321, 322, 323, 325, 326, 379, 380, 391, 392, 394, 396, 398, 412, 414, 416, 418; MUS 351, 352, 361, 362, 363; PAR 202, 213, 238, 240, 401; PLS 314, 335, 336, 427; SPN 209, 211, 311, 321, 385, 411, 421; THR 322 and approved Study Abroad courses taken in Europe.

A "C" (2.00) or better average is required for all courses counted toward the minor in European studies. Courses being counted toward a major cannot be counted toward completion of minor requirements.

FILM STUDIES
http://www.uncw.edu/filmstudies

Dr. T. Berliner, *chair,* Mr. Hackler, Dr. Buttino, Dr. Capra, Mr. Monahan, Dr. Palmer, Dr. G. Richardson

The Department of Film Studies offers a major in film studies and a variety of courses in the art, history, and business of film and filmmaking. Courses provide students with the opportunity to develop analytical skills, filmmaking skills, and interdisciplinary perspectives in understanding film as artistic and cultural expression, visual text, rhetorical device, technical production, and commercial enterprise. In addition to department faculty, the film studies major draws on faculty from various departments in the College of Arts and Sciences, as well as from the Cameron School of Business. Using the resources of the Wilmington film industry, the department also offers courses and internships in film production with professional filmmakers. The primary purpose of all courses in film studies is to enhance students' understanding of the art of film.

Before they are admitted to the major, students must demonstrate their skills and dedication to the study of film by completing the required 9 hours in core courses in film studies with a minimum grade in each course of "C-" (1.67) and an overall grade point average of "B" (3.00) or better in the three courses. After successfully completing the three core courses, students must also submit an application for admission, which will be evaluated by Film Studies faculty. Successful applicants will then be admitted to the major. Students may at any time declare a pre-film studies major (PFST) in order to gain access to the core courses in film studies.

Students seeking admission to intermediate and advanced courses in film production must have completed at least 9 hours in film studies courses, have junior or senior standing, and submit a course application, available in the Film Studies office, that details previous work in

film studies and specific interest in the production course being offered.

Students seeking an internship course in film studies must have a minimum of 12 hours in previous film studies courses, junior or senior standing, and an overall 2.50 grade-point average. They must also submit an application in order to receive permission from the chair of the Department Film Studies to enroll in the internship course.

A student in film studies must complete all requirements for the major with an overall 2.00 GPA or better.

Computer Competency Requirement: To satisfy the computer competency requirement for the B.A. in film studies, a student must successfully complete FST 201.

Oral Communication Competency Requirement: To satisfy the oral communication competency requirement for the B.A. in film studies, a student must successfully complete FST 495 or 496.

Writing Competency Requirement: To satisfy the writing competency requirement for the B.A. in film studies, students must successfully complete one of the following courses: FST 317 (ENG 317), FST 496, an internship with the Writing Place, or another course designated by the department as "writing intensive."

Requirements for a Major in Film Studies: 42 hours. The major consists of 42 hours, at least 24 of which must be at the 300 or 400 level, distributed as follows. No course may satisfy more than one requirement or elective within the major.

Core: 9 hours selected from FST 201, FST 203 (ENG 270) (THR 270), and either FST 204 or FST 205 (FLL 205).

Film History: 6 hours. FST 225 (THR 225) and one of the following: FST 226 (THR 226), FST 227 (THR 227), FST 376 (ENG 376), or FST 377 (ENG 377).

Foreign-Language Cinema: 3 hours selected from FST 205 (FLL 205), FST 386 (GER 385), FST 387 (FRH 385), FST 388 (SPN 385), FST 480 (FLL 480), or FST 485 (FRH 485) (GER 485) (SPN 485).

Film Production: 6 hours selected from FST 220 (ART 220) (CSC 220), FST 318 (COM 318) (CRW 318), FST 320 (ART 320) (CSC 320), FST 335 (THR 335), 395, 396, 397, 398, 399, 418, 419, 495, 497, 498; COM 280; THR 230.

Critical Studies Course: 3 hours selected from FST 317 (ENG 317), FST 366 (ENG 366), FST 367, 368, 369, FST 376 (ENG 376), FST 377 (ENG 377), FST 386 (GER 385), FST 387 (FRH 385), FST 388 (SPN 385), FST 440, FST 480 (FLL 480), FST 485 (FRH 485) (GER 485) (SPN 485), or FST 496.

Seminar: 3 hours. FST 495 or 496

Electives: 12 hours selected from courses with FST prefix.

FOREIGN LANGUAGES AND LITERATURES

http://www.uncw.edu/fll

Dr. D. DiPuccio, *chair.* Ms. Balena, Dr. Barthe, Dr. Burt, Dr. Cami-Vela, Dr. Deagon, Dr. Felix, Mrs. Ille, Mr. Jimenez, Ms. Johansson, Dr. Juall, Ms. Kano, Dr. Lapaire, Dr. McGiboney, Dr. McNab, Dr. J. Mount, Dr. T. Mount, Dr. Parra, Ms. Pressley, Ms. Rider, Dr. Scatton-Tessier, Dr. Speck, Dr. Stevens, Dr. Thomas, Dr. Watts.

The Department of Foreign Languages and Literatures offers classes in French, German, Italian, Japanese, Latin, Portuguese and Spanish language, as well as in literature, film studies, civilization, linguistics and classics. Majors in French and Spanish prepare students for graduate studies, teaching, and other careers requiring a strong liberal arts background combined with knowledge of foreign languages and cultures. Also available are minors in French, German,

and Spanish, and, in conjunction with other departments, classical studies, film studies, European studies, and Latin American studies, which complement students' majors, deepen their cultural and linguistic appreciation, and enhance employment opportunities.

Students who have taken French, German, Latin, or Spanish in high school must take a placement exam in that language. Students should take the exam online at the department Web site listed above. Placement in Italian, Japanese, and Portuguese is done through consultation with the Department of Foreign Languages and Literatures. Students who have studied a language other than those offered at UNCW may enroll in the beginning level of any class without taking a placement exam.

Supplementary foreign language credit: Students who complete, with a grade of "C" (2.00) or better, a French, German, Latin or Spanish course numbered 201 or higher (excluding 209, 210, 211, and 212) and who have received no AP credit, no transfer credit, and no prior credit at UNCW in that language shall be granted supplemental credit as follows:

- For completion of a 200-level course the student will receive 3 credit hours for the prior course in the sequence.
- For completion of a 300-level course the student will receive 6 credit hours for 201 and 202.

This credit may be used to fulfill basic studies requirements.

If a student has successfully completed, or is registered in a 200-level course (excluding literature and culture classes taught in English), she/he may not take for credit, either concurrently or subsequently, a 100-level course in the same language. If a student has successfully completed, or is registered in a 300- or 400-level course, she/he may not take for credit, either concurrently or subsequently, a 100-level class or a class numbered 201 or 202 in the same language. Exceptions to this rule may be granted under special circumstances and with special permission from the instructor of the course(s) and the department chair.

Computer Competency Requirement: To satisfy the computer competency requirement for the B.A. degree in French a student must successfully complete FRH 301 or 306 or 311.

Oral Communication Competency Requirement: To satisfy the oral communication competency requirement for the B.A. degree in French a student must successfully complete FRH 301.

Requirements for a Major in French for the B.A. degree: 36 hours, including 201-202 or the equivalent and thirty hours at the 300-400 level of which at least 6 hours must be at the 400 level. Only 3 of the hours at the 400 level may be obtained by means of a FRH 491 or 498.

A grade of "C-" or better is required in each course counted toward the major and a "C" (2.00) average or better for all courses counted toward the major. Also required is a passing score on the departmental French oral proficiency exam. Recommended: HST 101 and 102.

Requirements for a Major in French for the B.A. degree with Teacher Licensure: 36 hours, including 201-202 or the equivalent and 30 hours at the 300-400 level and Teacher Licensure Program Requirements. Students seeking licensure in French (K-12) must complete FRH 301, 302, 303, 306, 308, 311, 321, 322 and at least 6 credit hours at the 400 level, only 3 of which may be obtained by means of FRH 491 or 498.

A grade of "C-" or better is required in each course counted toward the major and a "C" (2.00) average or better for all courses counted toward the major. Recommended: HST 101 and 102. Students must also satisfy the professional education requirements listed under the Watson School of Education.

For information on the Teacher Education Program admissions criteria and the courses required for licensure in North Carolina, see the Watson School of Education section of this catalogue. Students planning to pursue licensure should apply to the Watson School of Education as soon as admissions requirements are met (typically in the sophomore year) and plan their programs in regular consultation with their advisors. Teacher licensure requirements are established at the state level and may be changed by the state at any time.

Requirements for a Minor in French: Completion of a minimum of 18 semester hours at the 200 level and above, excluding FRH 209. Of these, at least 9 hours must be at the 300 level or higher. A grade of "C-" or better is required in each course counted toward the minor and a "C" (2.00) average or better for all courses counted towards the minor.

Computer Competency Requirement: To satisfy the computer competency requirement for the B.A. degree in Spanish a student must successfully complete SPN 305 or 309 or 311 or 312.

Oral Communication Competency Requirement: To satisfy the oral communication competency requirement for the B.A. degree in Spanish a student must successfully complete SPN 305.

Requirements for a Major in Spanish for a B.A. degree: 36 hours, including 202-203 or the equivalent and 30 hours at the 300-400 level (of which at least 6 must be at the 400 level). Eight of the following courses: SPN 304, 305, 306, 307, 308, 309, 311, 312, 321, 322, 385 and 2 of the following courses: SPN 401, 405, 411, 412, 421, 422, 485, 491, 495, 498 or 499. No more than 3 hours of SPN 491 and 498 credit combined may count toward major requirements.

A grade of "C-" or better is required in each course counted toward the major and a "C" (2.00) average or better for all courses counted toward the major. Recommended: HST 101 and 102.

Requirements for a Major in Spanish for the B.A. degree with Teacher Licensure: 36 hours, including 202-203 or the equivalent and thirty hours at the 300-400 level and Teacher Licensure Program Requirements. Students seeking licensure in Spanish (K-12) must complete the requirements for the Spanish major (specifically required are SPN 305, 306, 307, 308, 311, 312, 321, 322 and at least 6 hours at the 400 level, only 3 of which may be obtained by means of a SPN 491 or 498).

A grade of "C-" or better is required in each course counted toward the major and a "C" (2.00) average or better for all courses counted toward the major. Students must also satisfy the professional education requirements listed under the Watson School of Education.

For information on the Teacher Education Program admissions criteria and the courses required for licensure in North Carolina, see the Watson School of Education section of this catalogue. Students planning to pursue licensure should apply to the Watson School of Education as soon as admissions requirements are met (typically in the sophomore year) and plan their programs in regular consultation with their advisors. Teacher licensure requirements are established at the state level and may be changed by the state at any time.

Requirements for a Minor in Spanish: Completion of a minimum of 21 hours at the 200 level and above, excluding SPN 209, 210, 211, and 212. Of these, at least 9 hours must be at the 300 level or higher. A grade of "C-" or better is required in each course counted toward the minor and a "C" (2.00) average or better for all courses counted towards the minor.

Requirements for a Minor in German: Completion of a minimum of 18 semester hours at the 200 level and above, excluding GER 209. Of these, at least 9 hours must be at the 300 level or higher. Also valid for the minor are courses taught through the UNC German Studies Consortium (See page 101 of this catalogue). All Consortium courses are listed as GER 495 and thus each 495 successfully completed can be applied to the minor. HST 323 may be counted toward the minor, but is not required. A grade of "C-" or better is required in each course counted toward the minor and a "C" (2.00) average or better for all courses counted towards the minor.

The Department of Foreign Languages and Literatures offers introductory and intermediate sequences in Italian, Japanese and Portuguese as needed. The Department of Foreign Languages and Literatures offers courses in Latin (introductory and intermediate sequence) and classical courses in translation.

FORENSIC SCIENCE
(Interdepartmental)

Dr. M. Albert, *coordinator*

The College of Arts and Sciences offers an interdisciplinary minor in forensic science. The minor affords students the opportunity to gain foundation-level exposure to the various sciences from which forensic applications are derived. Students will acquire broad-based knowledge and skills in a combination of areas such as biology, chemistry, anthropology, criminal justice, sociology, environmental science and law. The minor is designed to prepare students for future graduate education and/or on the job training in specialized fields within forensic science; examples include but are not limited to search and recovery of human remains, human identification, crime scene investigation, evidence collection and/or laboratory analyses.

Requirements for a Minor in Forensic Science: A minor in forensic science requires 21 hours, distributed as one 3-hour core course, and 18 hours of electives including at least one course in each of two groups (Group 1: (A) Biology or (B) Chemistry, and Group 2: Social-Behavioral Sciences).

Core: ANT 211

Group 1: Option (A) Biology, or Option (B) Chemistry
Option (A) Biology: BIO 240-214, BIO 335-BIOL 335, BIO 488
Option (B) Chemistry: CHM 380, 417

Group 2: Social and Behavioral Sciences
ANT 207-ANTL 207, ANT 326-ANTL 326, ANT 426; CRJ 220, 380, 385, CRJ 495. Criminalistics or Law of Evidence; EVS 362 (BLA 362); SOC 355

Some 400-level courses focusing on forensic science, such as directed independent study, seminars, or honors work, may substitute for courses in Group 2 if approved by the coordinator. Students must have at least a "C" (2.00) average in all courses counted for the minor. Many courses listed above have prerequisites and or co-requisites, which do not count for the minor but may satisfy basic study requirements or other major requirements.

FRENCH
(See Foreign Languages and Literatures)

GEOGRAPHY
(See Earth Sciences)

GEOLOGY
(See Earth Sciences)

GERMAN
(See Foreign Languages and Literatures)

GERMAN STUDIES CONSORTIUM
(See Foreign Languages and Literatures)

GERONTOLOGY
(Interdepartmental)

Dr. E. Covan, *director.*

The College of Arts and Sciences offers an interdisciplinary minor in gerontology which focuses on the study of the aged and the aging process. The minor draws faculty from the Departments of Sociology and Criminal Justice, Psychology, Health and Applied Human Sciences, Social Work, and humanities fields. The minor is designed for students with a general interest in aging. Students completing the minor will be prepared for careers which involve working with the elderly. Coursework encourages students to obtain field experience in local agencies concerned with older adults. Students should contact the director for additional information.

Requirements for a Minor in Gerontology: 21 hours. Core: GRN 101, SOC 336, PSY 324, and HEA 325. Electives: Nine additional credits of designated gerontology courses are required to complete the minor. A "C" (2.00) or better average is required in all courses counted toward the minor. Students should contact the director for a list of current designated courses.

HEALTH AND APPLIED HUMAN SCIENCES
http://www.uncw.edu/hahs

Dr. T. Kinney, *chair.*

The Department of Health and Applied Human Sciences offer majors in physical and health education, athletic training, therapeutic recreation, and parks and recreation management with options in tourism and commercial recreation and non-profit recreation. In addition, the department offers concentrations in health education and exercise science. The department also offers minors in community health and in parks and recreation. These programs prepare students for careers in teaching, graduate studies, and positions in allied health and fitness professions as well as leisure services.

ATHLETIC TRAINING
http://www.uncw.edu/hahs

Dr. K. Brown, Mr. Momsen

The mission of the Athletic Training Education Program at the University of North Carolina Wilmington is to provide a quality didactic and clinical educational experience for entry-level students into the profession. The program seeks to enhance student learning through supervised clinical experiences in the areas of prevention, recognition, assessment, management and rehabilitation of injuries to the physically active individual. In addition, the program seeks to impart knowledge, skills and problem solving abilities in the areas of organization and administration of athletic training programs as well as education and counseling of the physically active individual. The professional faculty and staff consider their scholarly practice and research essential components of effective teaching and learning by the students. The program seeks to insure quality education by adhering to the standards and guidelines set forth by the profession.

Program Objectives: The Athletic Training Education Program at the University of North Carolina Wilmington prepares undergraduate students to work as entry-level allied health professionals. The program seeks to accomplish its mission through the following goals and objec-

tives:

1. To adhere to the code of ethics established by the National Athletic Trainers' Association.
2. Upon successful completion of the program, the students will be expected to have demonstrated knowledge and proficiency of the cognitive, psychomotor and affective domains of the following areas:
   a. Risk Management and Injury Prevention
   b. Pathology of Injuries and Illness
   c. Assessment and Evaluation
   d. Acute Care of Injury and Illness
   e. Pharmacology
   f. Therapeutic Modalities
   g. Therapeutic Exercise
   h. General Medical Conditions and Disabilities
   i. Nutritional Aspects of Injuries and Illness
   j. Psychosocial Intervention and Referral
   k. Health Care Administration
   l. Professional Development and Responsibilities
3. To continue to evaluate and enhance the athletic training didactic and clinical experiences for students.
4. To provide athletic training students the opportunity to develop their clinical skills by working with those individuals involved in the areas of sport, athletics and physical activity.
5. To enhance critical thinking and problem solving skills through supervised clinical experiences.
6. To provide students the opportunity to work with other professionals of the athletic health care team both in the classroom and in the clinical settings.
7. To prepare students to successfully complete the National Athletic Trainers' Board of Certification Examination.
8. To prepare students for successful entry into graduate education and/or employment as a Certified Athletic Trainer.

Requirements for admission to the Athletic Training Major: Athletic Training Education Program applicants must meet the university entrance requirements as described in the university undergraduate catalogue. Once admitted to the university, students receive academic advising from the General College. Students need to inform their advisor that they are interested in pursuing athletic training as a major and will be advised in regards to the pre-athletic training requirements. In order to be considered for admission to the Athletic Training Education Program, applicants must meet the following minimum requirements (see the department for application dates, application form, and student evaluation form):

1. Admission to the university
2. Grade point average of "C" (2.00) or better on all course work attempted (both transfer course work and work completed at UNCW are considered)
3. Grade of "C-" or better in BIO 204, HEA 201, PED 210, 216, and PSY 105
4. Grade point average of at least 2.50 for BIO 204, HEA 201, PED 210 and 216, and PSY 105
5. Minimum of 60 hours observation in the athletic training room
6. Application form
7. Minimum of two faculty recommendation forms

Technical standards for the Athletic Training Program can be found on the athletic training Web page and the *Athletic Training Student Handbook.*

Students may apply to the program while enrolled in their last semester of prerequisite course work (see 3 above). Admission will be provisional until the student has passed the prerequisite course work with the standards set forth in 4 above. Successful completion of above stated minimum requirements does not automatically guarantee admission to the

program. Due to a restrictive student-to-staff ratio admission will be competitive.

Computer Competency Requirement: To satisfy the computer competency requirement for the B.A. degree in athletic training a student must successfully complete PED 266.

Oral Communication Competency Requirement: To satisfy the oral communication competency requirement for the B.A. degree in athletic training a student must successfully complete PED 306.

Requirements for the B.A. Degree in Athletic Training: 74 hours. BIO 204; HEA 201, 465; NSG 325; PSY 105; ATR 210, 211, 300, 302, 303, 304, 305, 306, 307, 445, 448, 449, and 490; PED 216, 217, 266, 340, 349, 350, 355, and 460.

Student progression in the program is contingent upon the following:

Students must maintain a grade point average of "C" (2.00) or better in all course work.

Students must successfully complete all clinical field experiences as evidenced by clinical instructor evaluations.

Students must successfully complete clinical field experiences as determined by current NATABOC and program requirements for hours and/or completion of clinical competencies.

Students found to have been in violation of the university's Academic Honor Code will be subject to disciplinary action as set forth in the current *Code of Student Life.*

Students found to be in violation of the National Athletic Trainers' Association Code of Ethics for practicing athletic trainers will be subject to dismissal from the program.

Other Program Requirements/Information: It is required that all students admitted to the program receive a physical examination at the university's Student Health Services. Once admitted to the program they must see the program director for a physical examination form. Admission to the program is subject to successful completion of the physical examination. Students admitted to the program must also demonstrate proof of current immunizations including tetanus and hepatitis B vaccinations. Those students who choose not to receive the hepatitis B series must have a signed waiver on file with the program director. There will be a $25.00 charge for the physical examination. The cost for immunizations and labs or follow-up testing will be the responsibility of the student as well. Additional costs to the student will be the purchase of student liability insurance, two shirts per year that are to be worn during the student's clinical rotations, and laboratory expenses related to the clinical courses.

HEALTH

Dr. Dennison, Dr. Kyzer.

Requirements for a Minor in Community Health: 24 hours. HEA 105, 207, 234, 245, 301, 452 and 6 additional HEA hours of which at least 3 hours are at the 300 level or above. In selecting courses to fulfill the 6 elective credits, students are strongly encouraged to consult with the faculty in health education. An overall 2.00 grade point average is required in courses counted toward the minor.

PHYSICAL EDUCATION

http://www.uncw.edu/hahs

Mr. D. Allen, Dr. Bennett, Dr. Boyce, Mr. Chapman, Dr. Combs, Dr. Dowd, Mr. Ellington, Mr. Farfour, Mr. Honeycutt, Mr. Scalf, Ms. Todd, Dr. Tseh.

Computer Competency Requirement: To satisfy the computer competency requirement for the B.A. degree in physical education and health (K-12) a student must successfully complete EDN 303. To satisfy the computer competency requirement for the B.A. degree in physical education and health with a concentration in exercise science and health education a student must successfully complete HEA 266 or PED 266.

Oral Communication Competency Requirement: To satisfy the oral communication competency requirement for the B.A. degree in physical education and health a student must successfully complete HEA 234.

Requirements for a Major in Physical Education and Health (K-12) for the B.A. degree: 72 hours (44 core hours and 28 education hours). PED 200, 201, 202, 216, 217, 235, 340, 349, 350, 355, 386, 387, 415; HEA 304; EDN 200, 203, 303, 356, 409; PSY 223. A "C-" or better grade in all required health and physical education courses. Students are licensed in physical education. Students may qualify for add-on licensure in health by completing the following additional courses: HEA 105, 201, 205, 234, 304, 305 and 465. Students are also required to take 24 hours in an academic concentration.

An overall "C" (2.00) average is required in all courses in health and physical education.

For information on the Teacher Education Program admissions criteria and the courses required for licensure in North Carolina, see the Watson School of Education section of this catalogue. Students planning to pursue licensure should apply to the Watson School of Education as soon as admissions requirements are met (typically in the sophomore year) and plan their programs in regular consultation with their advisors. Teacher licensure requirements are established at the state level and may be changed by the state at any time.

Requirements for a Major in Physical Education and Health for the B.A. degree with a Concentration in Exercise Science: 60 hours. Prior to declaring a concentration in exercise science, students must complete the following prerequisite courses: BIO 204; CHM 101, 102 and MAT 111 or above with a collective grade point average of "C" (2.00) or better. Once admitted to the exercise science concentration, students are required to choose one course from the following courses: PED 200, 201, or 202 and complete PED 210, 216, 235, 266, 340, 349, 350, 355, 359, 379, 460, 470, 471, 498; HEA 465. Additionally, students must take a minimum of 15 credit units of physical education elective courses from a program approved list.

Students must maintain an overall grade point average of 2.50 or better prior to enrollment in 300- and 400-level PED courses. A grade point average of "C" (2.00) or better is required in all health and physical education courses. Students must provide current written documentation of first aid and CPR upon graduation.

Requirements for a Major in Physical Education and Health for the B.A. degree with a Concentration in Community Health Education: 64 hours. Core courses: HEA 105, 201, 207, 234, 240, 245, 266, 301, 305, 347, 351, 355, 359, 435, 440, 452, 465; PED 216, 217. In addition, 6 additional HEA hours from the 200 level or above are required. A "C-" or better grade in all required health and physical education courses. Admission to this major requires the completion of the following courses with a "C" or better: HEA 105, 201, and 207.

PARKS AND RECREATION MANAGEMENT

http://www.uncw.edu/hahs

Dr. Herstine, Dr. Scantlebury.

Computer Competency Requirement: To satisfy the computer competency requirement for the B.A. degree in parks and recreation management a student must successfully complete REC 266.

Oral Communication Competency Requirement: To satisfy the oral communication competency requirement for the B.A. degree in parks and recreation management a student must successfully complete REC 270.

Requirements for a Major in Parks and Recreation Management for the B.A. degree: 66 total hours. Core Courses: 30 hours. REC 265, 266, 270, 348, 375, 440, 498, and one of the following options.

Tourism and Commercial Recreation Option: 36 hours. All students are required to complete REC 351, 352, 430, 450, 475 and 21 additional hours from collateral courses.

Public and Non-Profit Recreation Option: 36 hours. All students are required to complete REC 430, 465, and 475. Students in this option are required to complete 6 hours from the following: COM 221; LED 211, 311: PLS 101, 207, or 217; and 21 additional hours from collateral courses.

Collateral courses may be selected from the following: ACG 201, 203; BLA 261, 361; COM 220, 221, 223, 322, 325, 327, 429; ECN 125, 221, 222, 328; FIN 332; GGY 245, 270; LED 211, 311, 411; MGT 357, 358, 450; MIS 213; MKT 340, 345, 347, 349, 447; PAR 115; PED 435, 436; PLS 206, 208, 217, 304; PSY 336; SOC 200, 325, 345, 346 or other courses approved by the department.

Students must achieve a 2.00 cumulative grade point average for all courses required for the major.

Requirements for a Minor in Parks and Recreation Management: 21 hours. REC 265, 270, 348, 375, and 9 additional credits at the 300-400 level. In selecting courses to fulfill the 9 elective credits, students are strongly encouraged to consult with the faculty in parks and recreation management.

Students must achieve a 2.00 cumulative grade point average for all courses required for the minor.

THERAPEUTIC RECREATION

http://www.uncw.edu/hahs

Dr. Ashton-Shaeffer, Dr. D. Johnson, Dr. Kinney, Ms. Parker.

Computer Competency Requirement: To satisfy the computer competency requirement for the B.A. degree in therapeutic recreation a student must successfully complete REC 266.

Oral Communication Competency Requirement: To satisfy the oral communication competency requirement for the B.A. degree in therapeutic recreation a student must successfully complete RTH 371.

Requirements for a Major in Therapeutic Recreation for the B.A. degree: 70 hours. Core courses: REC 265, 266, 348, 375, 498.

All students are required to complete RTH 368, 370, 371, 380, 382 or 383, 468, 480;

PED 216, 217; PSY 223, 347; and three of the following with no more than 3 credit hours in any one discipline: RTH 369, 382 or 383; PED 340, 349, 360, 415; HEA 325; EDN 260; GRN 101; PSY 220, 324, 346, 352, 450; SOC 215, 336, 337, 345, 433.

Students must achieve a 2.00 cumulative grade point average for all courses required for the major.

HISTORY

http://www.uncw.edu/hst

Dr. S. McCaffray, *chair.* Dr. Berkeley, Dr. Y. Chen, Dr. A. Clark, Dr. Conser, Dr. Fain, Dr. Fonvielle, Dr. G. Harris, Dr. Langfur, Dr. LaVere, Dr. Leutze, Dr. McCarthy, Dr. Molleneaur, Dr. W. Moore, Dr. C. Pollard, Dr. Seidman, Dr. Spaulding, Dr. Toplin, Dr. Townend, Dr. Usilton, Dr. Watson.

The Department of History offers a broad-based program of study leading to the Bachelor of Arts degree in history. Specific goals of the undergraduate program include: (1) training the mind and imagination of those who study history; (2) introducing students to worlds, times, places, and cultures – including their own – in ways they have never before considered; and (3) promoting the acquisition of critical thinking, reading, and writing skills. Upon successful completion of the undergraduate history major, students should be able to demonstrate competency in the vital skills of discernment and synthesis.

Computer Competency Requirement: To satisfy the computer competency requirement for the B.A. degree in history a student must successfully complete HST 290.

Oral Communication Competency Requirement: To satisfy the oral communication competency requirement for the B.A. degree in history a student must successfully complete HST 290.

Requirements for a Major in History for the B.A. degree: 42 hours. HST 101, 102, 103, 201, 202, 290; an additional 24 hours in history at the 300-400 level. An additional 3 hours at the 200 level may be counted toward fulfillment of this 24-credit requirement.

An overall "C" (2.00) average is required in all courses taken within the department. Students are required to take a minimum of 6 hours of seminar work selected from 400-level courses, HST 491, 498, 499 excepted. No more than 6 hours of HST 491 and 495 can be counted toward the major.

Students are required to complete at least one 300-400-level course in each of the following areas: Europe, United States, and one other from Africa, Asia, Latin America, or the Middle East.

Requirements for Teacher Licensure in Social Studies: In addition to completing requirements for the major, history majors seeking licensure in social studies must complete the Teacher Education Program requirements and a minimum of 21 collateral hours, including PLS 101 and at least one course in each of the following areas (advisor approval required): economics, geography, and sociology/anthropology.

For information on the Teacher Education Program admissions criteria and the courses required for licensure in North Carolina, see the Watson School of Education section of this catalogue. Students planning to pursue licensure should apply to the Watson School of Education as soon as admissions requirements are met (typically in the sophomore year) and plan their programs in regular consultation with their advisors. Teacher licensure requirements are established at the state level and may be changed by the state at any time.

Requirements for a Minor in History: HST 101, 102, 103, 201, 202; an additional 9 hours in history at the 300-400 level, at least 3 hours of which must be in an area other than Europe or the United States; an overall "C" (2.00) average in courses taken in the department.

INFORMATION TECHNOLOGY
(Interdepartmental)

Dr. L. Patterson, *coordinator*

The College of Arts and Sciences offers an interdisciplinary minor in information technology which provides students with the opportunity to develop an understanding of technology and its impact on society and in the workplace. Because information technology affects virtually all aspects in society: education, business, and industry; the study of information technology is best suited to an interdisciplinary approach. In this interdisciplinary minor, students will encounter various aspects of information technology that directly impacts their chosen course of study. Students should contact the coordinator in the Department of Computer Science for additional information.

Requirements for a Minor in Information Technology: A minor in information technology requires completion of 18 hours, including 12 hours of core courses and 6 hours of electives. At least 3 elective hours must be at the 300 level or above.

Core Courses: CSC 110, 112 or 121 or equivalent; LIB 103; and any 3-credit 200 or higher level CSC course.

Electives: Any 200 or higher level CSC course (not used to fulfill the core course requirement); ART 220 (FST 220), ART 320 (FST 320); CHM 425; COM 260; CWR 314, 319; EDN 303, 416; ENG 204, 314, 319; FST 201, 395, 497; GGY 224, 422, 424; MIS 311, 315, 316, 317; MUS 110; PAR 110, 218; SOC 303.

Students must earn at least a "C" (2.00) average among courses counted for a minor in information technology. This minor is not available for students majoring in computer science.

ITALIAN
(See Foreign Languages and Literatures)

JAPANESE
(See Foreign Languages and Literatures)

JOURNALISM
(Interdepartmental)

Dr. R. Bobbitt, *coordinator.*

The College of Arts and Sciences offers an interdisciplinary minor in journalism to provide students with a variety of courses that prepare them for careers in print and broadcast journalism. Students acquire a basic knowledge of the journalism industry in courses offered by the Department of Communication Studies and develop writing and editing skills through courses offered by the Department of English.

Requirements for a Minor in Journalism: To earn a minor in journalism requires completion of 21 hours, including 9 hours of core courses, 6 hours of communication studies electives and 6 hours of English electives.

Core: ENG 202 and 204; COM 365 or 375.

Communication Studies Electives: COM 265, 268, 280, 465. Students may also take COM 365 or 375 as an elective if not taken as part of the core requirements.

English Electives: ENG 302, 306, 310, 311, 313, 314, 315, 322, 498.

Other courses may be counted toward the minor if approved by the program coordinator. At

least 9 elective hours must be at the 300 or 400 level. Courses taken to fulfill the communication studies major cannot be used to fulfill requirements for the journalism minor requirements.

A minimum grade of "C" (2.00) is required in all courses counted toward the journalism minor, and the cumulative grade point average in these courses must be at least 2.50.

Some courses listed above have prerequisites or other entry requirements.

LATIN

(See Foreign Languages and Literatures)

LATIN AMERICAN STUDIES

(Interdepartmental)

Dr. T. Parra, Dr. P. Thomas, *coordinators*

The College of Arts and Sciences offers an interdisciplinary minor in Latin American studies. The minor provides students with a multifaceted understanding of the Latin American society, its languages, history, anthropology, and regional business and related political issues. The minor is designed for students who may be considering a career which involves business relations with Latin America, teaching about Latin America or work with Latin Americans who are living in the United States. Students should contact the coordinators in the Department of Foreign Languages and Literatures for additional information.

Requirements for a Minor in Latin American Studies: 21 total hours. At least one course from each of the five areas: ANT 304, 307, 310, 315, 317: HST 103, 367, 368, 369, 370, 485; PLS 331, 332, 333; SPN 210, 212; SPN 312, 322, 412, 422 or PRT 292, 492.

Substitutions will be approved for topic courses, seminars, field work, and/or study abroad that focus primarily on Latin American issues. Students must have a "C" (2.00) average in all courses counted for the minor.

LEADERSHIP STUDIES

(Interdepartmental)

Dr. J. Nottingham, *coordinator.*

The College of Arts and Sciences offers an interdisciplinary minor in leadership studies. The minor provides students with an understanding of leadership theory and practice from multidimensional perspectives. Opportunities to engage in leadership experiences and challenges in a variety of contexts are also provided. Students complement core requirements with courses in communication studies, education, management, philosophy and religion, political science, psychology, recreation, and sociology. Students should contact the coordinator in the Watson School of Education for additional information.

Requirements for a Minor in Leadership Studies: 21 hours, including 9 hours in core courses: LED 211, 311, and 411. Students select an additional 12 hours of elective courses from an approved list. For a list of approved elective courses, students should contact the coordinator of the leadership studies minor.

Students must have a "C" average (2.00) in courses counted for the minor.

MARINE BIOLOGY

(See Biology and Marine Biology)

MATHEMATICS AND STATISTICS

http://www.uncw.edu/math

Dr. W. Feng, *chair.* Dr. Blum, Dr. Boone, Dr. J. Brown, Dr. Chang, Dr. Deck, Ms. Fleck, Dr. Freeze, Dr. Frierson, Dr. Guo, Dr. Gurganus, Dr. Herman, Dr. Karlof, Dr. Kasala, Dr. Lammers, Dr. Lattimore, Dr. Lu, Dr. Lugo, Dr. McMurray, Ms. S. Parker; Dr. Rolls, Dr. Saksena, Dr. S. Simmons, Dr. D. Smith, Dr. K. Smith, Dr. Spackman, Ms. Spike, Dr. Sun, Dr. TenHuisen, Dr. Terry.

The Department of Mathematics and Statistics provides undergraduate programs in mathematics and statistics that prepare students for careers in education, business, industry or government and for graduate studies. In the Bachelor of Science mathematics and statistics degree programs, both theory and applications from the sciences, industry and management are stressed in course work from pure and applied mathematics, operations research, and statistics. The options of the Bachelor of Arts mathematics program provide students the opportunity to acquire a strong background in mathematics as well as to obtain teacher licensure in mathematics at the secondary level. Minor programs in both mathematics and statistics are structured introductions to the mathematical sciences for students of other disciplines.

In general, mathematics is sequential in nature. Therefore, successful mastery of each course in a sequence is necessary in order to be adequately prepared for the next course. In light of this, it is strongly recommended that students obtain a grade of at least "C-" before registering for the next course in a sequence. Sequences offered where this guideline is applicable are MAT 111-112, MAT 111-151, MAT 111-112-151-152, MAT 115-151-152, MAT 111-112-161-162-261, MAT 115-161-162-261. In order to complete these sequences, it is not necessary or appropriate to take additional courses: MAT 151, for example, should NOT be taken by a student planning to enroll in MAT 161.

Furthermore, taking certain lower numbered mathematics courses after successfully completing higher numbered courses is strongly discouraged. This statement applies to all sequences listed above. In addition, it is not appropriate to take MAT 151 after taking MAT 161, or to take MAT 365 after taking MAT 411.

Students interested in a degree program in mathematics or statistics are encouraged to begin their mathematics study with Calculus I (MAT 161). Initial placement in mathematics is based on high school background and the Mathematics Placement Test. Students not prepared for calculus in their first semester should begin with MAT 115 or 111-112, as appropriate.

Supplementary mathematics credit: Students who complete MAT 161 with a grade of "C" (2.00) or better and who receive no advanced placement credit, no transfer credit, and no prior credit at UNCW in mathematics will receive credit for MAT 115. Students who complete MAT 162 with a grade of "C" (2.00) or better and who receive no advanced placement credit, no transfer credit, and no prior credit at UNCW in mathematics will receive credit for MAT 161. Students who complete MAT 261 with a grade of "C" (2.00) or better and who receive no advanced placement credit, no transfer credit, and no prior credit at UNCW in mathematics will receive credit for MAT 161 and 162.

MATHEMATICS

Requirements for the Major in Mathematics: The requirements for both the B.A. and B.S. degrees in mathematics consist of some common core courses and fulfillment of the requirements of one of several options.

It is strongly recommended that each student majoring in mathematics either complete a minor in a discipline that applies mathematics or elect advanced coursework involving mathematical applications in another discipline. A list of recommended courses in biology, chemistry, computer science, earth sciences, economics, information systems and operations management, physics, psychology, sociology and statistics is available in the department office. For the teacher licensure option, the licensure requirements fulfill this recommendation. A student who plans to pursue graduate study in mathematics is urged to take MAT 411-412.

Computer Competency Requirement: To satisfy the computer competency requirement for the B.A. degree in mathematics a student must successfully complete MAT 161-162, 261, and 335; STT 215 and CSC 112 or 121.

Oral Communication Competency Requirement: To satisfy the oral communication competency requirement for the B.A. degree in mathematics a student must successfully complete MAT 346 or any other approved oral intensive course (see list on page 100).

Requirements for a Major in Mathematics for the B.A. degree: The B.A. degree options are designed with the goals of a broad liberal education in mind. Licensed secondary school teachers with a B.A. in mathematics are in high demand, as are qualified applicants for graduate schools in mathematics. Additionally, a B.A. degree in mathematics is regarded as excellent preparation for entrance to professional schools of law, medicine or business.

Core Requirements: 33 hours. MAT 161-162, 261, 275, 311, 335, 336; STT 215-315; CSC 112 or 121. In addition, each student must fulfill the requirements of one of the following options:

Option 1. Mathematics. 45 hours in mathematics, statistics and related areas inclusive of the core requirements. This option is designed to provide the greatest flexibility to allow a student to achieve personal educational goals or to combine a mathematics major with a minor. In addition to the core requirements, the student must complete 12 additional hours in the Department of Mathematics and Statistics at the 300-400 level, at least 6 of which must be in mathematics. Recommended areas related to mathematics: biology, chemistry, computer science, earth sciences, economics, information systems and operations management, physics, psychology, sociology, statistics. PHY 201 is highly recommended as the Basic Studies physical science requirement.

Option 2. Teacher Licensure in Mathematics. 46 hours. In addition to completing the core requirements for the B.A. major in mathematics, students seeking licensure in mathematics must complete MAT 345, 346, PHY 201, 3 additional hours in mathematics at the 300-400 level, and the Teacher Education Program.

For information on the Teacher Education Program admissions criteria and the courses required for licensure in North Carolina, see the Watson School of Education section of this catalogue. Students planning to pursue licensure should apply to the Watson School of Education as soon as admissions requirements are met (typically in the sophomore year) and plan their programs in regular consultation with their advisors. Teacher licensure requirements are established at the state level and may be changed by the state at any time.

Computer Competency Requirement: To satisfy the computer competency requirement for the B.S. degree in mathematics a student must successfully complete MAT 161-162, 261, and 335; STT 215 and CSC 112 or 121.

Oral Communication Competency Requirement: To satisfy the oral communication competency requirement for the B.S. degree in mathematics a student must successfully complete MAT 495.

Requirements for a Major in Mathematics for the B.S. degree: The B.S. degree options are designed to provide flexibility and adequate preparation for graduate school, while emphasizing mathematical reasoning, modeling, and problem solving, all within the context of preparing the student for a career in mathematics, business, industry, government, or academia. Recommended courses in areas related to mathematics provide the requisite experience and practice in mathematical applications. PHY 201 is highly recommended as the Basic Studies physical science requirement.

Core Requirements: 34 hours. MAT 161-162, 261, 275, 311, 335, 336, 495; STT 215-315; CSC 112 or 121. In addition, each student must fulfill the requirements of one of the following options:

Option 1. Mathematics. 55 hours in mathematics, statistics and related areas inclusive of the core requirements. This option provides a broad, traditional perspective of mathematics and its scientific application in addition to depth of study in several areas of mathematics. In addition to the core requirements, the student must complete MAT 361 and 18 additional hours in the Department of Mathematics and Statistics at the 300-400 level including one of MAT 321, 337, 375 or 435; one of MAT 325, 365, 367, or 411; and an additional 3 hours in mathematics. Recommended areas related to mathematics: biology, chemistry, computer science, earth sciences, economics, information systems and operations management, and physics.

Option 2. Applied Mathematics. 63 hours in mathematics, statistics and related areas inclusive of the core requirements. This option emphasizes analytical methods and the use of differential equations in mathematical modeling. Career opportunities in business, industry, government and academia involve applications primarily in the natural sciences and engineering. In addition to the core requirements, the student must complete: MAT 361, 365, 367, 418; PHY 201-202; and 9 additional hours in the Department of Mathematics and Statistics at the 300-400 level. Recommended courses are MAT 325, 415, 419, 425, 457, 463, 465, or 475. Recommended areas related to mathematics: biology, chemistry, computer science, earth sciences, economics, physics.

Option 3. Operations Research. 55 hours in mathematics, statistics and related areas inclusive of the core requirements. This option emphasizes the use of combinatorial, algebraic and probabilistic methods in mathematical modeling and provides a scientific approach to optimal decision-making. Career opportunities in business, industry and government usually involve optimizing a specific management objective such as profit or the scheduling of people or equipment often subject to constraints of scarce resources such as capital or facilities. In addition to the core requirements, the student must complete: MAT 435-436, 465; one of STT 305, 411, or 412; and 9 additional hours in the Department of Mathematics and Statistics at the 300-400 level. Recommended areas related to mathematics: computer science, economics, and information systems and operations management.

An overall average of "C" (2.00) or better is required for all 300-400-level mathematics or statistics courses counted toward the major.

Requirements for a Minor in Mathematics: 20 hours in mathematics and statistics. MAT 161-162 and at least 12 hours selected from mathematics courses numbered 261 or higher, or STT 315. These hours must include one of the following: MAT 261, 275 or 335. At least 6 hours must be from coursework at the 300 or 400 level.

An overall quality point average of "C" (2.00) or better is required for all courses counted toward the minor.

STATISTICS

Requirements for a Major in Statistics for the B.S. degree: The Batchelor of Science degree in statistics provides a variety of options for students wishing to study statistics. The program prepares graduates for careers as applied statisticians in government, business, and industry. Those students interested in further study beyond the bachelor's level, may take coursework giving them the theoretical depth required to pursue graduate degrees. In recognition of the interdisciplinary nature of statistics, coursework in other disciplines such as biological, environmental, or social sciences can be undertaken, depending on the student's interests. Since statistical practice routinely involves computers, the use of standard statistical software is integrated into most courses.

Computer Competency Requirement: To satisfy the computer competency requirement for the B.S. degree in statistics a student must successfully complete STT 305.

Oral Competency Requirement: To satisfy the oral competency requirement for the B.S. degree in statistics a student must successfully complete STT 490 or STT 498.

Core Requirements: 29 or 27 hours. MAT 161-162 or MAT 151-152; STT 215, 305, 315, 350, 411, 412, 490 or 498.

Elective Requirements: 18 hours. Two of STT 420, 425, 430, 435, 465, 475 and at least 12 hours of collateral coursework in a substantive area of statistical or mathematical theory or application, approved by the Department of Mathematics and Statistics. These courses may come from different disciplines and some must contain mathematical or statistical content.

An overall average of 2.00 or better is required for all 300-400-level statistics courses counted toward the major.

Requirements for a Minor in Statistics: 18 hours in statistics. STT 215, STT 305, and at least 12 additional hours in statistics at the 300-400 level.

An overall quality point average of "C" (2.00) or better is required for all courses counted toward the minor.

MIDDLE EAST STUDIES

(Interdepartmental)
http://www.uncw.edu/mes

Dr. H. Berg, Dr. L. Pollard, *coordinators.*

The College of Arts and Science offers a minor in Middle East studies which provides students a multidisciplinary focus on the Middle East. The minor provides students with a broad foundation for understanding the modern Middle East through a study of geography, history, politics, and religion. Students should contact the coordinators in the Department of Philosophy and Religion or the Department of History for additional information.

Requirements for a Minor in Middle East Studies: A minor in Middle East studies requires a total of 21 credit hours. Students must select at least 9 credit hours from the designated courses and the additional credit hours from the designated electives. Up to 6 credit hours of Directed Individual Study and other appropriate special topics courses or seminars as offered, with the approval of the Middle East studies coordinators, may be included as electives. In addition, students must select courses from at least three different disciplines. Core courses: GGY 255; HST 101, 103; PAR 230, 246, and PLS 220. Electives: HST 305, 381, 382, 383, 384,

385, 483; PAR 225, 235, 245, 255; PLS 331, 338.

Students must have a least a "C+" (2.33) average in courses counted for the minor.

MUSIC

http://www.uncw.edu/music

Dr. F. Bongiorno, *chair.* Mr. Ackerman, Dr. Errante, Dr. Hickman, Dr. D. C. Johnson, Ms. N. King, Dr. S. Martin, Mr. Nathanson, Dr. Rack, Mr. R. Russell, Dr. Salwen, Mr. Shynett, Dr. M.J. White.

The Department of Music offers three curricula for undergraduates who major in music. The Bachelor of Arts in music provides a broad education in the liberal arts as well as more specialized training in music theory, history and literature, and performance. The Bachelor of Music in music performance puts emphasis on training in music performance, enhanced by studies in music theory, music history and literature, and pedagogy, balanced by as rich an experience in the liberal arts as the program will allow. The Bachelor of Music in music education degree emphasizes music pedagogy and qualifies the student for the North Carolina Class A teaching license while also providing the requisite background in music theory, history and literature, and performance.

In the broadest sense, the primary mission of the Department of Music is to develop musicianship and competency in the specialized area of each student, through the application of creative expression in music performance; serve as a resource for students to explore areas of individual interest related to music in general or to the major; provide opportunities to develop skills for teaching music in the public schools, and as related to the major area of study; and contribute to the enrichment of cultural life and values of the university, community, and southeastern North Carolina.

Admission to UNCW and the Department of Music consists of a dual admission process. While application to the university is through the Office of Admissions, formal admission to the Department of Music and its degree programs must be made through an audition admission process.

Application to the Department of Music may be made before admission to the university is completed. However, acceptance to the Department of Music does not guarantee admission to UNCW.

Every applicant interested in pursuing a degree in music at UNCW is also required to audition before a faculty committee in the performance area(s) you select for acceptance into the music program. You may, if you wish, audition in more than one area. However, once approved in a principal performance area and/or degree program, another audition will be required to change the principal performance area, pursue multiple performance areas, or change from one degree program to another.

Each applicant desiring a degree in music will be considered by the faculty committee for acceptance on the basis of a successful audition in the applicant's principal performance medium. A satisfactory audition is required of all entering freshman and transfer students. In addition to the audition, a Piano Proficiency examination and Theory Placement examination will be administered. While the Theory Placement examination will be used to determine placement within the music theory sequence for your degree program, all students not successfully passing the Piano Proficiency examination will be required to enroll in the appropriate level of Class Piano or piano lesson, as determined by the examination, in order to make regular progress toward completion of this requirement. Tape-recorded auditions are acceptable if distance or scheduling conflicts do not permit a personal audition on one of the regularly scheduled audition dates. Contact the Department of Music for audition application forms, dates, guidelines and additional information: Department of Music, (910) 962-3390, fax (910) 962-7106, or by mail at the university address. Admission to the performance and to the music education options also requires consent of the music faculty, as represented by the program

coordinator.

An overall "C" (2.00) average is required in all courses used to fulfill music degree requirements.

Computer Competency Requirement: To satisfy the computer competency requirement for the B.A. degree in music, B.M. in music education and B.M. in music performance a student must successfully complete MUS 110.

Oral Communication Competency Requirement: To satisfy the oral communication competency requirement for the B.A. in music, B.M. in music education and B.M. in music performance a student must successfully complete MUS 285 or MUS 496.

Core Requirements Common to all Music Curricula: 22 hours. MUS 110, 111, MUSL 111, MUS 112, MUSL 112, MUS 211, MUSL 211, MUS 300, MUSL 300, MUS 351, MUS 352, FNA 101. All music majors must pass the appropriate piano proficiency examination and the listening repertory examinations. Proficiency examination and listening repertory examination requirements are stated in the latest edition of the *Department of Music Student Handbook.* All students are expected to make regular progress toward completion of those requirements.

Music majors are required to be in at least one major music ensemble (MUS 183/383, 184/384, 185/385, 186/386, 187/387) during each semester they are in residence (keyboard and guitar students may substitute up to 2 hours from MUS 130, 182, 330, 382). In addition, no credit toward music major requirements will be granted for MUS 105 and/or MUS 115.

Bachelor of Arts in Music: 55 hours. (Core plus 33 hours.) In addition to the core requirements, the general music student will be required to complete 10 hours of applied music; 8 hours of music ensemble, of which 3 hours must be at the 300 level (keyboard and guitar students may substitute up to 2 hours from MUS 130, 182, 330, 382); 6 hours to be chosen from the following: MUS 203, 285, 286, 301, 303, 306, 361, 362, 363; MUS 496; and 6 hours of music electives. No additional hours in music may be applied towards this degree.

Bachelor of Music in Music Performance: 67 hours. (Core plus 45 hours.) The performance curriculum requires, among the curricula, the highest standards in performance and offers the most credits for applied music. Admission to the performance curriculum is reserved for students who demonstrate to the faculty outstanding potential for a career in music performance, and, accordingly, is restricted to those selected by the faculty for the performance option.

In addition to the core requirements listed above, the following courses are required of all performance major students: MUS 285; Music Theory (5 hours): MUS 301 and the choice of MUS 302, 303, 306 or 307; Music History (6 hours): MUS 361, 362, 363; 22 hours of applied music in the principal area (at least 12 hours at the 300 level); MUS 393 and 493. Also, each student in the performance option is required to be in at least one music ensemble during each semester (up to eight semesters) that he/she is in residence. A minimum of 8 hours of music ensemble is required, at least 4 of which must be at the 300 level (keyboard and guitar students may substitute up to 2 hours from MUS 130, 182, 330, 382).

Each music performance major student also must choose one emphasis from among those listed below and fulfill the requirements specific to that emphasis:

1. Vocal Performance: 17 hours. MUS 286, 272, 273, 378, 379, and 4 hours of music electives. No additional hours in music may be applied towards this degree. Vocal performance majors are required to demonstrate proficiency in French, German, or Italian language at the level of our language department course 102.
2. Keyboard Performance: 16 hours. Four hours of secondary applied music (not to include class piano); MUS 275 or 276; MUS 375 or 376; and 6 hours of music electives. No additional hours in music may be applied towards this degree. Those interested in a career in keyboard pedagogy are advised to take both 275 and 276 and both 375 and 376. These students may also elect MUS 475 (Practicum in Applied Teaching).

3. Instrumental Performance: 15 hours. MUS 286, 371, and 10 hours of music electives. No additional hours in music may be applied towards this degree.
4. Jazz Performance: 21 hours. MUS 130. 136, 235, 236, 308, 330, 365, 309 or 372, and 5 hours of music electives.

Bachelor of Music in Music Education: 93 hours. (Core plus 46 hours in music and 25 hours in education.) In addition to the core requirements listed above, the music education major must complete 14 hours (7 semesters) of applied music in the major applied instrument, with not less than 6 hours (3 semesters) at the 300 level; 7 hours of music ensemble (minimum of 1 during each semester of residency); and 25 hours from the following:

Instrumental majors (25 hours): MUS 186, 243, 245, 247, 249, 285, 286, 301, 306, 325, 326, 331, 373, 393, 401.

Vocal majors (25 hours): MUS 244, 246, 272, 273, 285, 286, 301, 306, 326, 331, 377, 393, 401.

In addition, vocal music education majors are required to pass a guitar proficiency examination or MUS 143 (Class Guitar) and instrumental music education majors are required to pass a voice proficiency examination or MUS 146 (Class Voice). All proficiency examinations and admission to upper-divisional applied music study are prerequisites to formal admission into the teacher education program in music.

Watson School of Education requirements (25 hours): PSY 223, EDN 200, EDNL 200, EDN 203, EDN 340 or 356,and EDN 409.*

* Music Education majors are not required to take Education 408 during the professional semester.

For information on the Teacher Education Program admissions criteria and the courses required for licensure in North Carolina, see the Watson School of Education section of this catalogue. Students planning to pursue licensure should apply to the Watson School of Education as soon as admissions requirements are met (typically in the sophomore year) and plan their programs in regular consultation with their advisors. Teacher licensure requirements are established at the state level and may be changed by the state at any time.

Requirements for a Minor in Music: 24 hours. MUS 111, 112, MUSL 111, 112, MUS 351, 352; three semester hours of ensemble (MUS 130, 183, 184, 185, 186, 187); six semester hours of applied music in the major performance medium (MUS 195, 196, 197); three semester hours of music electives.

An overall GPA of "C" (2.00) or better is required in courses counted toward the minor.

Admission to the program requires approval by the Department of Music and an audition in the major performance medium.

Requirements for a Minor in Choral Music: 24 hours. MUS 111, MUSL 111, MUS 112, MUSL 112, MUS 114, 272, 273. Choral Ensemble Experience: Minimum of six semesters to include some experience in both large and small ensembles. Solo Singing Study: Minimum of two semesters of two credits each (total of four semester hours). Choral-based independent study and/or elective study of at least one semester hour.

An overall GPA of "C" (2.00) or better is required in courses counted toward the minor.

Admission to the program requires approval by the Department of Music and an audition in the major performance medium.

Requirements for a Minor in Jazz Studies: 24 hours. MUS 111, 112, MUSL 111, 112, MUS 116, 235; 3 semester hours of ensemble (MUS 184); 6 semester hours of applied music in the major performance medium (MUS 195, 196, 197); 4 semester hours of electives to be chosen from MUS 236, 308, 365, 372, 384, 395, 396, 397. Courses counted toward a major in music (i.e., MUS 111, 112, MUSL 111, 112) cannot be counted toward completion of minor

requirements. Six additional hours of electives may be chosen to fulfill minor requirements for music majors.

An overall GPA of "C" (2.00) or better is required in courses counted toward the minor.

Admission to the program requires approval by the Department of Music and an audition in the major performance medium.

NATIVE AMERICAN STUDIES

(Interdepartmental)

Dr. L. Schweninger, *coordinator.*

The College of Arts and Science offers an interdisciplinary minor in Native American studies (NAS). This minor provides students with a multicultural understanding of the histories, cultures, religions, arts, and literatures of American Indians. Students should contact the coordinator in the Department of English for additional information.

Requirements for a Minor in Native American Studies: 18 hours. Core: HST 336 or 337, ENG 356, and either ANT 304 or 305. Electives: 9 additional credits from ANT 215, 304 or 305, 307; HST 337, 338; PAR 350, or any appropriate special topics course or seminar as offered, with the approval of the NAS minor coordinator.

Students must earn at least a "C" (2.00) average in courses counted for a minor in Native American studies.

PHILOSOPHY AND RELIGION

http://www.uncw.edu/par

Dr. T. Schmid, *chair.* Dr. Altrichter, Dr. Berg, Dr. Berry, Dr. Burgh, Dr. Conser, Dr. Gauthier, Dr. Habibi, Dr. Murrell, Dr. Pasulka, Dr. Stanley, Dr. Turrisi, Dr. Wilson, Dr. Zervos.

The Department of Philosophy and Religion seeks to foster understanding of philosophy and religion and a critical appreciation of the deepest issues of human experience of the past and of the present, in our own and in other cultures. The department offers a Bachelor of Arts degree with an emphasis in philosophy and a Bachelor of Arts degree with an emphasis in the study of religion. It also offers a minor in philosophy and a minor in religion.

Computer Competency Requirement: To satisfy the computer competency requirement for the B.A. degree in philosophy and religion a student must successfully complete PAR 400.

Oral Communication Competency Requirement: To satisfy the oral communication competency requirement for the B.A. degree in philosophy and religion a student must successfully complete PAR 400.

Requirements for a Major in Philosophy and Religion for the B.A. degree: 36 hours.

B.A. degree with an emphasis in philosophy: PAR 101, 103, 110, 115, 201, 202, 400, and 15 additional hours including at least 9 at the 300-400 level.

An overall grade point average of "C" (2.00) or better is required in courses counted toward the major.

B.A. degree with an emphasis in religion: PAR 101, 103, 110, 125, 230, 232, 400 and 15 additional hours including at least 9 at the 300-400 level.

An overall grade point average of "C" (2.00) or better is required in courses counted toward the major.

Requirements for a Minor in Philosophy: 21 hours. PAR 101, 110, 115, and 201 or 202; an additional 9 hours in philosophy courses at the 300-400 level.

An overall grade point average of "C" (2.00) or better is required in courses counted toward the minor.

Requirements for a Minor in Religion: 21 hours. PAR 103, 125, 230, 232; an additional 9 hours in religion courses at the 300-400 level.

An overall grade point average of "C" (2.00) or better is required in courses counted toward the minor.

PHYSICAL EDUCATION

(See Health and Applied Human Sciences)

PHYSICS AND PHYSICAL OCEANOGRAPHY

http://uncw.edu/phy

Dr. C. Moyer, *chair.* Dr. Alexanian, Dr. Bingham, Dr. Black, Dr. Davis, Dr. Gan, Dr. Moss, Dr. Olszewski.

The Department of Physics and Physical Oceanography offers programs leading to the B.S. and B.A. degrees that prepare students for careers in teaching and industry, or for advanced study in physics and related disciplines.

Computer Competency Requirement: To satisfy the computer competency requirement for the B.A. or B.S. degree in physics a student must successfully complete PHY 400.

Oral Communication Competency Requirement: To satisfy the oral communication competency requirement for the B.A. or B.S. degree in physics a student must successfully complete PHY 495 or any other approved oral intensive course (see list on page 100).

Requirements for a Major in Physics for the B.A. degree: 46 hours. PHY 201-202, 260, 300, 321, 335, plus 6 hours of physics course electives at the 300-400 level; CHM 101-102; MAT 161-162 and 261.

A grade of "C-" or better is required in each physics course and a "C" (2.00) average on all courses taken in physics.

Requirements for a Major in Physics for the B.S. degree: 65 hours. PHY 201-202, 300, 311, 321-322, 335, 400, 411-412, 444, 455, 495; CHM 101-102; MAT 161-162, 261, 335, and 361.

A grade of "C-" or better is required in each physics course and a "C" (2.00) average on all courses taken in Physics.

Requirements for Teacher Licensure in Physics: In addition to completing the requirements for a degree in physics (see above) and the other requirements of the Teacher Education Program, the following courses are also required for licensure: BIO 204; GLY 120.

For information on the Teacher Education Program admissions criteria and the courses required for licensure in North Carolina, see the Watson School of Education section of this catalogue. Students planning to pursue licensure should apply to the Watson School of Education as soon as admissions requirements are met (typically in the sophomore year) and plan their programs in regular consultation with their advisors. Teacher licensure requirements are established at the state level and may be changed by the state at any time.

Note: Students interested in the B.S. degree in physics are advised to take the PHY 201-202 sequence in the freshman year.

Requirements for a Minor in Physics: 18 hours. PHY 201-202, 335 and 6 additional hours in physics, not to include PHY 101, 102, or 105; at least 3 of these additional hours must be at the 300-400 level.

A grade of "C" or better is required in each physics course counted toward the minor.

POLITICAL SCIENCE

http://uncw.edu/pls

Dr. T. Barth, *chair.* Dr. Dluhy, Dr. Horan, Dr. Imperial, Dr. Johnston, Dr. L. P. Jones, Dr. Kleinberg, Dr. Lowery, Dr. Meinhold, Dr. Sheridan, Dr. Tan.

The political science department offers a major in political science and minors in political science, international affairs, and public administration for students seeking careers in government, the private sector, or the non-profit sector. The curriculum stresses analytical and critical thinking, quantitative analysis, and a theoretical understanding of the U.S. and other comparative political systems. Students may take an internship or other directed studies to gain a better understanding of the operations of government and non-profit agencies. The degree in political science is also helpful for students going on to graduate school or law school. All students entering the program are expected to be computer literate and able to access the course and departmental Web sites. A knowledge of the skills of research or of a modern foreign language is suggested (see the department chair for acceptable courses).

Computer Competency Requirement: To satisfy the computer competency requirement for the B.A. degree in political science a student must successfully complete PLS 201.

Oral Communication Competency Requirement: To satisfy the oral communication competency requirement for the B.A. degree in political science a student must successfully complete PLS 401.

Requirements for a Major in Political Science for the B.A. degree: 39 hours of political science which must include 101, 201, 212, 220, 230 and 401. A total of 18 hours must be at the 300-400 level. A minimum GPA of "C" (2.00) is required in all political science courses.

Students planning to do graduate work are encouraged to study a modern foreign language and to acquire a basic knowledge of computer science, statistics and calculus.

Requirements for Teacher Licensure in Social Studies: In addition to completing requirements for the major, political science majors seeking licensure in social studies must complete the Teacher Education Program requirements and a minimum of 21 collateral hours including HST 101, 102, 103, 201, and 202, and at least one course in each of the following areas: economics, geography, and sociology/anthropology.

For information on the Teacher Education Program admissions criteria and the courses required for licensure in North Carolina, see the Watson School of Education section of this catalogue. Students planning to pursue licensure should apply to the Watson School of Education as soon as admissions requirements are met (typically in the sophomore year) and plan their programs in regular consultation with their advisors. Teacher licensure requirements are established at the state level and may be changed by the state at any time.

Requirements for a Minor in Political Science: 24 hours in political science with at least 12 hours selected from 300-level courses or above. Courses to be distributed as follows: PLS 101

and at least one course in American government and politics (PLS 300, 301, 302, 303, 304, 305, 307, 308, 309, 316, 340, 405, 406, 407); at least one course in political theory and methodology (310, 312, 313, 314, 315, 415); at least one course in international relations (PLS 422, 423, 425, 426, 427); at least one course in comparative government and politics (PLS 330, 331, 334, 335, 336, 338, 339).

Students must earn at least a "C" (2.00) average in courses counted for a minor in political science.

Requirements for a Minor in International Affairs: 21 hours. Core courses: PLS 220, 425. Choose three courses (9 hours) from PLS 222, 422, 423, 426, 427, 495, 498. Choose one course (3 hours) from: PLS 230, 330, 331, 332, 335, 336, 338, 339 and one course (3 hours) from: PLS 334, HST 301, 379, 380, ECN 426, MGT 352.

Students must earn at least a "C" (2.00) average in courses counted toward the minor.

Requirements for a Minor in Public Administration: 24 hours. Required courses (12 hours) PLS 101, 201, 308, 498. Choose two courses (6 hours) from PLS 202, 206, 207, 209, 217, 304, 309, 329 and two courses (6 hours) from COM 223, CRJ 405, ECN 328, EVS 360, HST 470, PSY 336, REC 366, SOC 340.

Students must earn at least a "C" (2.00) average in courses counted toward the minor.

PORTUGUESE

(See Foreign Languages and Literatures)

POSTCOLONIAL STUDIES

(Interdepartmental)

Dr. C. Cilano, *coordinator.*

The College of Arts and Sciences offers an interdisciplinary minor in postcolonial studies. This minor provides students with an expansive array of cultural, historical, political, sociological, and religious perspectives from which to understand and analyze global interrelations between nations, peoples, and environments. Courses included within the minor emphasize decolonized, currently colonized, and indigenous cultures within the anglophone, francophone, and hispanophone postcolonial worlds.

Additionally, students have the option of exploring other European and Asian colonizing powers. With this wide-ranging disciplinary scope as a basis, students are able to tailor an interest-specific comparative or geographical concentration within the minor itself by selecting from the large number of elective courses. Students should contact the coordinator in the Department of English for more information.

Requirements for the Postcolonial Studies Minor: Students must take a total of 21 hours. Nine hours derive from the designated colonies and nations core courses. Students select the additional 6 credit hours from the global contexts electives. Six credits from either Directed Individual Study or appropriate special topics courses may be included as electives with approval from the coordinator.

Colonies and Nations: Old and New (9 hour core): ENG 341; HST 103 or 316; PLS 331.

Global Contexts (choose 2 courses for 6 hours): ANT 250; CRJ 420; HST 380; ENG 342; PLS 111; GGY 180 or 181.

General Electives (choose 2 courses for 6 hours): ANT 215, 304, 305, 317; ENG 356; FLL 205; FRH 318, 412; GGY 210, 245, 255, 340, 350, 383 and 384, 385, 386; HEA 320; HST 315, 336, 337, 366, 367, 368, 370, 371, 372, 373, 374, 375, 381, 382, 396, 481, 483, 485, 487; PAR 230, 232, 233, 244, 246, 247; PLS 220, 222, 317, 330, 332, 333, 338,

339; SOC 366; SPN 212, 312, 412.

Students must have a "C" average (2.00) in courses counted for a minor in postcolonial studies.

PSYCHOLOGY

http://www.uncw.edu/psy

Dr. M. Galizio, *chair.* Dr. Alea, Dr. Bruce, Dr. Clements, Dr. Cohen, Dr. Daniels, Dr. Dworkin, Dr. Hakan, Dr. Hungerford, Dr. Jackson, Dr. J. Johnson, Dr. Keith, Dr. Kishton, Dr. Lamb, Dr. Lecci, Dr. MacKain, Dr. B. Myers, Dr. Nguyen, Dr. Noel, Dr. Ogle, Dr. Overman, Dr. Pilgrim, Dr. Pitts, Dr. Puente, Dr. Sawrey.

Psychology is a liberal arts major which seeks to stimulate intellectual curiosity, an appreciation for cultural diversity, an understanding of the scientific method, critical thinking, and effective communication skills through classroom, research, and practicum learning experiences. In addition to presenting a thorough grounding in the theories, methods and research findings of the discipline, the major in psychology provides students with technological and other skills applicable to the workplace and prepares students for graduate study.

Students may declare a major in psychology after completion of, with a grade of "C-" or better in each: PSY 105, a biology course chosen from BIO 105, 204, 206, or 240, and a mathematics course chosen from MAT 111, 112, 115, 151, or higher level mathematics course. In addition, the student must attain a combined GPA on these three courses of at least a "C" (2.00).

Computer Competency Requirement: To satisfy the computer competency requirement for the B.A. degree in psychology a student must successfully complete PSY 355.

Oral Communication Competency Requirement: To satisfy the oral communication competency requirement for the B.A. degree in psychology a student must successfully complete PSY 405, 410, 412, or 417.

Requirements for a Major in Psychology for the B.A. degree: 49 hours. PSY 105, 225, 355, 405, one course from each of the five categories listed below, and 12 additional hours in PSY courses at the 300-400 level. PSY 210, 245 or 265 may be substituted for 3 of these hours. Category 1: PSY 220, 221, 223, 320 or 324. Category 2: PSY 410, 412, or 417. Category 3: PSY 418, 456 or 457. Category 4: PSY 346, 347 or 365. Category 5: PSY 350, 352, 425, or 465.

A grade of "C-" or better is required in PSY 105, and no more than one course with a grade of "D" can count toward the requirements for a major in psychology. There also must be a "C" (2.00) or better average on all courses counted towards the major. Additional requirements include completion with a grade of "C-" or better of a biology course selected from BIO 105, 204, 206, or 240 and completion with a grade of "C-" or better of a mathematics course selected from MAT 111, 112, 115, 151 or a more advanced mathematics course.

Requirements for a Minor in Psychology: 18 hours. PSY 105, 6 hours from PSY 220, 221, 223, 320, 322, 324, 366 and 6 hours from PSY 346, 347, 350, 352, 365. Any 400-level course can be substituted for any courses in either of these 2 categories. In addition, 3 hours from PSY 210, 245, 265, or any PSY course at the 300 to 400 level. A grade of "C" or better is required in PSY 105, and no more than one course with a grade of "D" can count toward the requirements for a minor in psychology. There also must be a "C" (2.00) or better average on all courses counted towards the minor.

RECREATION MANAGEMENT

(See Health and Applied Human Sciences)

RELIGION

(See Philosophy and Religion)

SCIENCE, THE HUMANITIES AND SOCIETY

(Interdepartmental)

Dr. W. McCarthy, *coordinator.*

The College of Arts and Science offers an interdisciplinary minor in science, the humanities and society (SHS) that offers the student an appreciation of complex scientific, technological and societal problems and achievements within a philosophical and historical context. Students augment core requirements with studies in anthropology, biology, chemistry, economics, environmental studies, geography, history, philosophy, physics, psychology and sociology. Students should contact the coordinator in the Department of History for additional information.

Requirements for a Minor in Science, the Humanities and Society: 21 hours. Core: SHS 210, HST 275, and PAR 345. Electives: 12 additional credits of designated SHS courses are required to complete the minor. Six credits must be from a single department, the other six credits must be from two other departments. Six of the 12 credits must be at the 300 or 400 level. A "C" (2.00) average is required of all courses counted toward the minor. Students should contact the coordinator for a list of current designated courses.

SOCIAL WORK

http://www.uncw.edu/swk

Dr. A. Frankel, *interim chair.* Ms. M. Bass, Dr. Blundo, Ms. Bowen, Ms. Denny, Dr. Flynn, Dr. Hurdle, Dr. McCamey, Dr. Nasuti, Dr. Reid, Dr. Sandell, Ms. Smithdeal.

The Department of Social Work offers a Bachelor of Social Work degree that prepares students for entry-level generalist social work practice in many public and private social agencies. Such settings include hospitals, hospices, nursing homes, county health departments and other health care settings, family services programs, mental health centers, departments of social services, schools and other programs and services for children, as well as a variety of other agencies and programs. The B.S.W program is fully accredited by the Council on Social Work Education.

Students desiring to apply for admission to the social work major must submit an application, obtained at the department office, prior to declaring social work as their major. Admission into the major requires a university grade point average of 2.40.

Computer Competency Requirement: To satisfy the computer competency requirement for the B.S.W. degree a student must successfully complete SWK 496 or 497.

Oral Communication Competency Requirement: To satisfy the oral communication competency requirement for the B.S.W. degree a student must successfully complete COM 110.

Requirements for a Major in Social Work for the B.S.W. degree: 63 hours. SWK 235, 240, SWKL 240, SWK 320, 321, 341, 355, 396, 406, 407, 435, 442, 443, 496, 497; and one of the following: SWK 310, 311, 315, 316, 318, 319, 417, 418. Additional courses required:

SOC 105, PLS 101, PSY 105, and either BIO 105, 160, 204, or 240.

Students are required to earn a grade of "C" or better in all required social work courses designated by SWK. Students must maintain an overall grade point average of 2.40 to be admitted into the field placement (SWK 496 and 497) required in their senior year for the B.S.W. degree.

SOCIOLOGY AND CRIMINAL JUSTICE

http://www.uncw.edu/soc

Dr. D. Levy, *chair.*

The Department of Sociology and Criminal Justice offers majors in sociology and criminal justice and a minor in sociology. These courses of study provide students with an understanding of the social science perspective, the intellectual and analytical skills necessary to understand and address problems of human society, and the professional training necessary for success in applied settings.

CRIMINAL JUSTICE

Dr. M. Adams, Dr. Evans, Dr. Irwin, Dr. LaGrange, Dr. Maume, Dr. Snowden, Dr. Spears, Dr. Toth, Dr. Willis.

Computer Competency Requirement: To satisfy the computer competency requirement for the B.A. degree in criminal justice a student must successfully complete SOC 301.

Oral Communication Competency Requirement: To satisfy the oral communication competency requirement for the B.A. degree in criminal justice a student must successfully complete CRJ 110 or COM 110.

Requirements for a Major in Criminal Justice for the B.A. degree: 42-43 hours. CRJ 105, 210, 220, 230, and 450 (15 hours); SOC 105, 300, 301 (9 hours); any 3 of SOC 315, 325, 335, 340, 355, 360, 375, 380, 449; ANT 211; PSY 221, 245, 347; or SWK 311 (9 hours); any 3 of CRJ 110, 294, 310, 315, 350, 370, 375, 380, 390, 405, 410, 415, 420, 490 and CRJL 490, or 495 (9 or 10 hours).

An overall grade point average of "C" (2.00) or better is required among criminal justice and sociology courses used to satisfy the major.

SOCIOLOGY

Dr. Bullers, Dr. Covan, Dr. Dixon, Dr. Faulkner, Dr. D. King, Dr. D. Levy, Dr. C. McDaniel, Dr. McNamee, Dr. R. Miller, Dr. Rice, Ms. Veit.

Computer Competency Requirement: To satisfy the computer competency requirement for the B.A. degree in sociology a student must successfully complete SOC 301.

Oral Communication Competency Requirement: To satisfy the oral communication competency requirement for the B.A. degree in sociology a student must successfully complete SOC 490, 496 or 498.

Requirements for a Major in Sociology for the B.A. degree: An overall average of "C" (2.00) or better is required among courses taken to satisfy the requirements of the major. Only one "D"

is permitted among the core courses of SOC 105, 300, 301 and 360. In addition, a student must fulfill the requirements of one of the following options:

Option 1. General Sociology. 39 hours. This option enables students to further their understanding and appreciation of sociology. It allows students to take courses in a broad range of sociology topics. This option is recommended for students who plan to attend graduate or professional school. In addition to SOC 105, 300, 301 and 360, students must complete either SOC 490 or 499 and 24 additional hours of sociology course electives. A maximum of 9 hours below the 300 level (including SOC 105) may be used to satisfy the above requirements.

Option 2. Applied Sociology. 39 hours. This option provides intensive training in using sociology to inform real life social issues. In this program students choose one of three concentration areas: Diversity and Inequality, Health and Aging, or Human Resources. In addition to SOC 105, 300, 301 and 360, students must complete SOC 390 and either SOC 496 or 498 and 18-21 additional hours of sociology courses as designated by their concentration area. Students who take SOC 496 must take 18 hours of sociology courses in their concentration area. Students who take SOC 498 must take 21 hours of sociology courses in their concentration area. Students must earn a "C" (2.00) or better in SOC 390 in order to take SOC 496 or 498. A maximum of 9 hours below the 300 level (including SOC 105) may be used to satisfy the above requirements. The courses required for each concentration area are as follows:

Diversity and Inequality: SOC 325, 350, 366 and 380; and either 2 or 3 of the following courses (2 if taking SOC 496, 3 if taking SOC 498) SOC 200, 303, 304, 365.

Health and Aging: SOC 220, 305, 336, and 337; and either 2 or 3 of the following courses (2 if taking SOC 496, 3 if taking SOC 498) SOC 340, 345, 349, 365, 366, 418, 433.

Human Resources: SOC 340, 365, 380 and 486; and either 2 or 3 of the following courses (2 if taking SOC 496, 3 if taking SOC 498) SOC 325, 345, 349, 350.

Requirements for Teacher Licensure in Social Studies: In addition to completing requirements for the major, sociology majors seeking licensure in social studies must complete the Teacher Education Program requirements and a minimum of 21 collateral hours including HST 101, 102, 103, 201, 202, and PLS 101, and at least one course in each of the following areas: economics and geography.

For information on the Teacher Education Program admissions criteria and the courses required for licensure in North Carolina, see the Watson School of Education section of this catalogue. Students planning to pursue licensure should apply to the Watson School of Education as soon as admissions requirements are met (typically in the sophomore year) and plan their programs in regular consultation with their advisors. Teacher licensure requirements are established at the state level and may be changed by the state at any time.

Requirements for a Minor in Sociology: 21 hours. SOC 105 and 18 additional hours of sociology courses. A maximum of 6 hours below the 300 level (including SOC 105) may be used to satisfy the above requirements. Also, an overall grade point average of "C" (2.00) or better is required among sociology courses used to satisfy the minor.

SPANISH

(See Foreign Languages and Literatures)

STATISTICS

(See Mathematics and Statistics)

THEATRE

(See Art and Theatre)

WOMEN'S STUDIES
(Interdepartmental)

Dr. K. Sandell, *coordinator.*

The College of Arts and Sciences offers an interdisciplinary minor in Women's Studies. The minor provides diverse intellectual frameworks for investigating issues related to women, gender, and sexuality, including the history and function of gender roles, the construction of gendered identity in diverse cultural contexts, the experience of masculinity and femininity across the lifespan, patterns and consequences of discrimination, and the development of organized women's social movements. Students augment core requirements with coursework in anthropology, classics, criminal justice, English, health, history, philosophy and religion, political science, psychology, social work, and sociology. Students should contact the coordinator in the Department of Social Work for additional information.

Requirements for a Minor in Women's Studies: 18 hours. Core: WMS 210 and 6 hours from ANT 303; ENG 230; HST 237; PAR 225; SOC 350. Electives: 9 hours from CLA 330; CRJ 315; ENG 373; HEA 205; HST 330, 383; PLS 316; PSY 265, 366; SOC 345, 349, 418; SWK 311, 417; WMS 491, 495, 498. Other appropriate courses may satisfy the elective requirements if approved by the coordinator.

Students must have a "C" (2.00) average in courses counted toward the minor. No more than 9 hours in a single discipline may be counted toward the minor.

DEGREE REQUIREMENTS

CAMERON SCHOOL OF BUSINESS

(http://www.csb.uncw.edu/indexie.htm)

Lawrence S. Clark, *dean*
John A. Marts, *associate dean*
William W. Hall, *director*, Center for Business and Economic Services
L. Vincent Howe, *director*, MBA Program
Daniel M. Ivancevich, *director*, MSA Program

The Cameron School of Business is a comprehensive business school offering undergraduate degrees in business administration and economics, as well as a Master of Business Administration and a Master of Science in Accountancy. The school is committed to the highest quality business education for its students. Its primary goal is to enable students to discover how to learn and, in the process, to instill both the desire and capacity for lifelong learning and development. Its first priority is excellence in teaching.

The school works continuously to maintain a vibrant curriculum, which focuses on application of concepts as well as theoretical development. It maintains a scope which includes regional, national, and international perspectives within an evolving global business community. The school strives for balance in the teaching of knowledge about business management and management perspectives, and analytical and interpersonal skills, as it prepares students to make the transition to socially responsible citizenship. To that end, the school encourages intellectual curiosity; creative, rational, and ethical thinking; and thoughtful oral and written expression.

The school encourages the continuous improvement of teaching methods in order to maintain its competitive advantage and to enhance its several strengths: small classes, knowledgeable and experienced faculty, concerned and caring counseling by an approachable and accessible faculty and staff, and vigorous interactive involvement of faculty and staff as well as students in the learning process. The school encourages and supports applied and theoretical research to strengthen teaching and to contribute to the extension of knowledge in its disciplines. Through research, publication, participation in programs of professional organizations, and other scholarly activity, faculty members remain current and sustain their intellectual vigor, both in and out of the classroom.

The school seeks to contribute to the economic development of the region by providing programs and services to the local and regional business community. Through strengthening ties with the business community, the school stimulates awareness of available programs and services and ensures that such programs and services remain responsive to the needs of the region.

DEGREE PROGRAMS AND REQUIREMENTS

The B.S. in Business Administration degree is offered with concentrations in eight areas:

- Accountancy
- Economics
- Finance
- Information Systems
- International Business
- Management
- Marketing
- Operations Management

The B.A. degree with a major in economics is offered for those students who want to study economics in the liberal arts tradition. A minor in economics is also offered.

REQUIREMENTS FOR ADMISSION

Requirements for admission to the Cameron School of Business are listed on page 110. Each applicant must have completed a minimum of 44 semester hours and earned a minimum

cumulative grade point average of 2.60 from the following courses: ENG 101, ENG 201, (ENG 103 may be substituted for ENG 101 and ENG 201), MAT 151 or MAT 161, QMM 280, ACG 201, ACGL 201, ECN 221, 222, and the course used to satisfy the UNCW foreign language basic studies requirement.

Students who have received transfer credit for any of the courses in the above admissions list will have the cumulative grade point average required for admission to the Cameron School of Business (minimum cumulative 2.60) calculated on the basis of the following UNCW coursework: 1) all courses required to complete the admissions list. If these courses do not total to at least 12 credit hours, then also: 2) all business core courses taken at UNCW that when combined with the courses from the admission list will equal at least 12 credit hours.

Each applicant must have completed a Cameron School of Business Admission Orientation.

Students enrolling in the B.A. program in economics are not required to complete ACG 201 or 203 and may substitute STT 215 for QMM 280.

Students may not enroll in restricted courses until accepted into the Cameron School of Business. A list of restricted classes may be found in the Cameron School of Business Student Services Center.

REQUIREMENTS FOR THE B.S. DEGREE IN BUSINESS ADMINISTRATION

Computer Competency Requirement: To satisfy the computer competency requirement for the B.S. degree in business administration a student must successfully complete ACGL 201 and MIS 213.

Oral Communication Competency Requirement: To satisfy the oral communication competency requirement for the B.S. degree in business administration a student must successfully complete MGT 455.

Students may qualify for the B.S. degree by:

1. Successful completion of requirements as stated under University Regulations on page 77 of this catalogue;
2. Attaining a minimum grade point average of 2.00 on all courses attempted in the Cameron School of Business;
3. Successful completion of the courses designated for the degree program (At least 50 percent of the business credit hours required for the degree program must be taken at UNCW.):
   a. Basic Studies (45 semester hours): Completion of a basic studies program as defined on pages 97-99 of this catalogue. Students seeking the B.S. degree must include MAT 151 (or the equivalent) and ECN 221-222 in their basic studies program under categories (E.2) and (F), respectively.
   b. Cameron School of Business Core Requirements (34 semester hours): All candidates for the B.S. degree must complete the following core requirements: ACG 201-203, and ACGL 201; BLA 361; ECN 324; FIN 335; MGT 350; MGT 455; MIS 213; MKT 340; POM 370; QMM 280.
   c. Concentration Courses: Each candidate for the B.S. degree must complete one of the following groups of courses for a concentration:

ACCOUNTANCY (21 semester hours): ACG 301-302, 305, 306, 404, 445, plus one information systems/data base course to be approved by the department chair. Students planning to write the CPA examination are advised that most states require 150 semester hours of college-level coursework to be licensed to practice as a Certified Public Accountant. Students with a four-year degree who wish to sit for the CPA Exam in North Carolina must have at least 30 hours of undergraduate accounting coursework (or 20 hours at the graduate level) as part of the 150 hours. It is recommended that students wishing to sit for the exam under North Carolina law complete UNCW's MSA program.

BUSINESS ECONOMICS (18 semester hours): ECN 321, 322, 377, 422, plus two courses (one of which must be numbered above 399) from ECN 325 (EVS 325), 326, 328, 329, 330 (EVS 330), 421, 426, 427, 428, 433 (FIN 433), 495.

FINANCE (18 semester hours): FIN 330, 336, 436, plus one of FIN 430, 433, 437, or 439, and two courses (one of which must be numbered above 399) from FIN 331, 332, 430, 431, 433, 437, 438, 439, 495.

INFORMATION SYSTEMS (18 semester hours): MIS 315, 316, 411, 413, 416, plus one course from CSC 344, MIS 415, QMM 380, 480.

INTERNATIONAL BUSINESS (18 semester hours): MGT 352, MKT 442; two courses from ECN 326, ECN 426 and/or FIN 439; and two courses (with advisor's approval) from the CSB International Committee's suggested list. Oral and written competence in a modern foreign language is required.

MANAGEMENT (18 semester hours): MGT 356, 358, 450, plus three courses from MGT 352, 353, 354, 357, 359, 452, 453, 456, 457, 458, 495.

General Business Track: Students taking night classes because of daytime work requirements can (with the approval of the Dean's Office) select any 6 three-hour credit CSB undergraduate courses numbered above 299 in lieu of the management concentration requirements.

MARKETING (18 semester hours): MKT 341, 349, 445, plus three courses from MKT 345, 346, 347, 348, 441, 442, 444, 447, 448, 495.

OPERATIONS MANAGEMENT (18 Semester hours): POM 372, 375, 470, 475; plus one course from POM 377, 477, 495; QMM 380, 388, 480, 485; plus one course from MIS 311, 315, 317, 411; MKT 345, 447; MGT 357.

d. Elective Courses: completion of elective courses sufficient to complete a minimum of 124 semester hours of course credit. Electives are to be chosen by the student after consulting with the faculty advisor, with no more than 12 semester hours of electives selected from courses in the Cameron School of Business. Accounting students are restricted to no more than nine semester hours of electives selected from courses in the Cameron School of Business.

4. Students seeking the B.S. degree in business administration or the B.A. degree in economics must earn a minimum grade point average of 2.00 in all business and concentration courses attempted in the Cameron School of Business. No grade below a "C-" will be accepted towards graduation in a student's concentration or business school core course in that same concentration.
5. Students wishing to double major in two business concentrations will have to complete, at a minimum, 18 semester hours of course work within each concentration in addition to the business core courses.

TRANSATLANTIC BUSINESS SCHOOL ALLIANCE (TABSA)–INTERNATIONAL DUAL DEGREE PROGRAM

Students electing to enter the Transatlantic Business School Alliance (TABSA)-International Dual Degree Program must complete the coursework listed below at UNCW and meet admission requirements for the Cameron School of Business. The last two years of study will be completed at a TABSA European member institution. At completion, students receive a Bachelor of Science in business degree from UNCW as well as the partner institution's equivalent degree. Successful completion of the International Dual Degree Program requires a highly structured program of study beginning in the freshman year at UNCW. Courses which must be completed at UNCW include: ENG 103* (or ENG 101* and 201*); at least four semesters of foreign language designated by the host institution to include two 300 or higher level courses; HST 102*; PAR 202*; MAT 151*; PED 101*; a life science and a physical science (one must be a lab course) (7 hours total)*; literature course*; fine arts course*; ECN 221*, 222*; QMM 280; ACG 201, 203, ACGL 201; MIS 213; MGT 350; MKT 340; BLA 361; FIN 335; and BUS

498 (6 hours). (* Indicates UNCW Basic Studies courses.)

Students wishing to participate in the program should obtain a list of the specific courses to be taken at UNCW and the host institution from the Cameron School of Business Undergraduate Student Services Office.

REQUIREMENTS FOR THE B.A. DEGREE IN ECONOMICS

While the B.S. degree in business administration with a concentration in economics requires the completion of core classes in many business disciplines, the B.A. degree in economics is, in essence, a liberal arts program that focuses on economics. Because of the relatively small number of required hours in the B.A. major, student are provided the flexibility to pursue a second major, a minor, or classes that will prepare them for employment opportunities or graduate work. The B. A. is especially recommended for students who desire to pursue graduate work in economics, public policy, and law.

Computer Competency Requirement: To satisfy the computer competency requirement for the B.A. degree in economics a student must successfully complete ECN 377.

Oral Communication Competency Requirement: To satisfy the oral communication competency requirement for the B.A. degree in economics a student must successfully complete COM 110 or ECN 495.

Requirements for a B.A. degree in Economics: 39 hours. 33 hours in economics, successful completion of QMM 280 or STT 215, and successful completion of MAT 151 or MAT 161 (MAT 161 required for those students who will pursue additional math courses). Economics courses must include ECN 221-222, ECN 321-322, ECN 326 or 426, ECN 377 and 422, plus nine additional hours numbered above 299 and three hours above 399. A minimum grade of "C-"is required in each course counting toward the major, and students must earn a minimum GPA of "C" (2.00) in major courses.

Students who wish to pursue graduate studies (economics graduate school, law school, etc.) should consult a faculty advisor early in the major to identify elective courses outside the economics program that will aid them in gaining acceptance to graduate school.

Requirements for a Minor in Economics: 18 hours. ECN 221, 222, 328 and 9 additional hours at the 300-400 level. To earn a minor in economics requires completion of 18 hours, including 9 hours of core courses and 9 hours of electives, with a minimum overall quality point average of 2.00 in courses counted for the minor. Business majors are not eligible for a minor in economics.

Core Courses: ECN, 221, 222, and 328

Electives: Nine hours of any economics courses numbered above 299 for which one has the necessary prerequisite. Elective courses used to fulfill the requirements for the economics minor may not additionally be used to satisfy the requirements for other majors.

ACCOUNTANCY AND BUSINESS LAW

Mr. R. Hanson, *chair.* Mr. Clark, Mr. Earney, Dr. Elikai, Ms. Evers, Dr. D. Ivancevich, Dr. S. Ivancevich, Dr. Luna, Dr. Marts, Dr. H. Rockness, Dr. J. Rockness, Mr. Roscher, Ms. Sawyer.

Executives-In-Residence: Mr. L. Jones, Mr. Keaveney

The Department of Accountancy and Business Law provides courses and other academic support for the B.S. degree with a concentration in accountancy.

The B.S. degree with a concentration in accountancy provides the student with the analytical foundation of the discipline of accountancy. Included are the special tools and techniques

of planning and control using financial and managerial accounting, income taxes, cost analysis, and systems.

Students establish qualifications for careers in public accounting and in industrial, governmental, and other positions requiring managerial and analytical skills. The accountancy concentration provides an excellent background for graduate and other professional education.

The elements of planning, administration, and control covered in the accounting courses are essential to all areas of business. Many of the courses offered benefit students majoring in other fields by furnishing a comprehensive background of business procedures and financial relationships. Likewise, students in accountancy find it advantageous to concentrate their elective courses in quantitative and computer information areas as well as communication and interpersonal areas.

A graduate of the Cameron School of Business who has completed the concentration in accountancy is qualified by the Institute of Management Accounting to write the CMA examination. A student graduating with an undergraduate degree with a concentration in accountancy is permitted by the North Carolina State Board of Accountancy to sit for the Uniform CPA Examination. However, students should be aware that in most states, including North Carolina, 150 hours of coursework are required to be licensed as a CPA. North Carolina also requires that at least 30 hours of a CPA candidate's coursework be in accounting. Three of the thirty may be in business law.

The courses in business law and legal environment cover how the legal environment influences and are influenced by changing social and ethical values. Courses include study of administrative law and the Uniform Commercial Code as well as the organization and role of business enterprises in society and their relationships in government and society.

ECONOMICS AND FINANCE

Dr. W. Sackley, *chair.* Dr. Burrus, Dr. Carter, Dr. Ciner, Dr. Compton, Dr. Dumas, Dr. Farinella, Dr. Farrell, Dr. E. Graham, Dr. W. Hall, Dr. R. Hill, Dr. Howell, Dr. Lawson, Dr. Robinson, Dr. Schuhmann, Dr. Sigler, Dr. Wadman.

Executive-In-Residence: Mr. Verrone

The Department of Economics and Finance provides courses and other academic support for the B.S. degree with concentrations in economics and finance and the B.A. degree with a major in economics. The department also offers a minor in economics for non-business majors.

The economics and finance programs prepare students for careers which emphasize an understanding of the operation of the economy and the proper choice of policies by both government and business enterprises. The economics programs represent a more general area of study, preparing the student to enter government service, or industry, or to pursue a graduate program in economics, business, public administration or other social science disciplines.

The B.S. degree with a concentration in economics is designed to provide orientation of the individual and the firm in economic society. The student is required to supplement the study of economics with a variety of business and accounting courses.

The B.S. degree with a concentration in finance consists of four separate but related areas—business finance, investments, financial institutions, and personal financial planning. The finance curriculum prepares students for graduate study and for careers in corporate financial management, the investments and securities business, and the management of banking and nonbank financial institutions. The generalized applicability of finance and the basic tools of financial analysis are emphasized in the courses.

The B.A. degree with a major in economics is designed for the student who wants to study economics in the liberal arts tradition. A wide variety of economics courses are supplemented by courses in history and the social sciences.

The minor in economics provides students in other schools and disciplines, particularly in

the social sciences, the opportunity to add dimension to their chosen area of academic study. Graduate schools, the government, and private employers seek economics as a field of study.

Both degree programs and the economics minor develop an understanding of contemporary economic problems and institutions and provide a study of economic issues both in an historical setting and under conditions of change.

INFORMATION SYSTEMS AND OPERATIONS MANAGEMENT

Dr. Canel, *chair.* Dr. Badarinathi, Dr. Garris, Dr. Gowan, Dr. Gulko, Dr. Gwinn, Dr. Janicki, Dr. Kline, Dr. Rosen, Dr. Schell, Dr. Wray.

The Department of Information Systems and Operations Management provides courses and other academic support for the B.S. degree with concentrations in either information systems or operations management. Courses stress an analytical approach to business decision making. Core courses offered by the department and required of all students in the Cameron School of Business include statistical analysis (QMM 280), introduction to management information systems and technology (MIS 213), and introduction to operations management (POM 370).

Students are prepared for positions as analysts in either management information systems or operations management. Both concentrations enhance understanding of and develop skills in quantitative methods used to solve business problems. Those methods are applied within a framework of systems concepts and enable the student to approach and solve problems in a structured way.

Courses in both concentrations depend heavily upon computer usage and give students the opportunity to develop practical skills. Students contemplating the information systems concentration are expected to take the introductory course in computer science (CSC 121) prior to enrolling for courses in the concentration.

MANAGEMENT AND MARKETING

Dr. J. Hunt, *chair.* Dr. Andrews, Dr. T. Baker, Dr. Galbraith, Dr. Glew, Dr. Harper, Dr. Howe, Dr. T. Hunt, Dr. Keating, Dr. Mallalieu, Dr. Porter, Dr. Porterfield, Dr. Rasheed, Dr. Rodriguez, Dr. Scribner, Dr. Stiles.

Executive-In-Residence: Mr. Berlin

The Department of Management and Marketing provides courses and other academic support for the B.S. degree with concentrations in management and marketing. The management and marketing degree programs prepare students for careers in product and service organizations at the regional, national, or international level. Programs can also be tailored for students wishing to pursue careers in legal, government, and not-for-profit institutions. The student in management or marketing is permitted some latitude in selecting courses and may choose various electives to design the most suitable program.

Management students may select classes from three separate but related areas–human resources, emerging ventures, and general management. Students may emphasize one of these three areas by proper selection of management electives. Marketing students may choose from several areas including sales management, promotions, marketing research, services marketing, internet marketing, data-base marketing and international marketing.

INTERNATIONAL BUSINESS

The International business concentration is designed for those students seeking career opportunities in internationally focused organizations or those students pursuing an extended or permanent work experience abroad. The international business concentration has a cross-functional business focus and does not reside in any one Cameron School of Business department. Faculty members representing all departments work as a team to guide the program and advise students. Students in this concentration must demonstrate (by examination) proficiency in a language other than their native language.

International business students may select from regions of the world in combination with their language selection–choosing to study cultural, political, historical, geographical, or literary aspects of areas or countries where that language is spoken. International business students also are strongly encouraged to participate in study abroad, exchange, and international internship programs.

TRANSATLANTIC BUSINESS SCHOOL ALLIANCE (TABSA)

Dr. Howard Rockness, *director*

The Transatlantic Business School Alliance (TABSA) program is a dual degree program designed for those students who have a high proficiency in a foreign language and are seeking career opportunities in international business. Upon completion of the program the student will receive a B.S. degree in business administration from UNCW as well as a business degree from the TABSA host institution. Currently UNCW has two host institutions, CESEM Mediterranee in Marseille, France that awards the Diploma of the Euromed, Marseille and Hochschule Bremen in Bremen, Germany that awards a Diplom-Kauffrau/Kaufmann (FH). The program requires the student to complete approximately 70-79 semester hours of coursework at UNCW with an additional two years at the host institution. The program requires two internships, one in the U.S. and one through the host institution.

Students in the program pay tuition and fees to UNCW. Housing and other living costs are comparable to costs in Wilmington. Transportation is additional.

DEGREE REQUIREMENTS

WATSON SCHOOL OF EDUCATION

(http://www.uncw.edu/ed/)

Cathy L. Barlow, *dean*
Carol Chase Thomas, *associate dean*, Academic Programs
Karen S. Wetherill, *associate dean,* Organizational Development and External Programs

The Donald R. Watson School of Education is a community of scholars dedicated to teaching, learning, creating, and extending knowledge through research. The faculty strives to model effective teaching practices, provide a variety of understandings related to the field of education, encourage application of generalizations learned in field experience sites, enhance collaborative efforts with public and private school systems, and contribute to the knowledge base by engaging in theoretical and applied research. Our mission is to produce competent and effective teachers and administrators for the public schools of our region, state, and nation who are effective decision makers and reflective practitioners.

The Watson School of Education offers programs of study leading to the Bachelor of Arts degrees in education of young children, elementary education, middle grades education, and special education, and programs leading to secondary (9-12) and special subjects (K-12) teacher licensure. Students who have baccalaureate degrees and want to add teacher licensure must complete the same requirements as degree-seeking students. In addition, graduate programs in elementary education, middle grades education, language and literacy education, secondary education, special education, curriculum/instruction supervision, school administration, and instructional technology are offered.

Responsibility for the degree and licensure (i.e., certification) programs within the Watson School of Education is shared by the Department of Specialty Studies and the Department of Curricular Studies.

Students wishing to pursue teacher preparation programs must be formally admitted to the Watson School of Education and to the Teacher Education Program. Admission is required before enrollment in education courses in the upper division (i.e., courses numbered higher than EDN/SED 303). Requirements for admission are:

1. Completion of the university requirements in English, mathematics and a science laboratory course with a grade of "C" (2.00) or better in each course.
2. Completion of EDN 200, "Teacher, School and Society", with a grade of "C" (2.00) or better.
3. Completion of four semesters or two academic years of full-time college study or completion of required general studies program with a minimum overall grade point average of 2.70 on a 4.00 scale on work attempted at UNCW. Transfer students must earn a 2.70 on a minimum of 12 hours completed at UNCW.
4. Passing scores on teacher education entry tests specified and mandated by the Board of Education of the State of North Carolina.

Each degree program is designed to meet North Carolina State Board of Education guidelines for teacher licensure and includes courses in basic studies, professional education and collateral areas, and a content specialization. All programs offered by the Watson School of Education are accredited by the appropriate state, regional, and national accrediting agencies. Programs are designed to ensure that students can graduate within four years of admission to the university. Students may obtain specific information on recommended course sequences leading to timely graduation by contacting the appropriate academic advisor or the associate dean for Academic Programs.

Computer Competency Requirement

Students in licensure programs in the Watson School of Education are expected to utilize appropriate technologies in their courses and practica. Therefore, students should anticipate that basic computer skills will be required and recognize that computer and information technologies are infused throughout courses in the various program areas. A grade of "C" or better is required in EDN 303: Instructional Technology for all teacher licensure students except those in music who take a technology course in their major.

Oral Communication Competency Requirement

Competency in oral and written communications is considered to be particularly important for entry into the teaching profession. As a result, skills in oral and written communications are stressed in courses throughout the programs of study leading to teacher licensure and are evaluated during the practicum semester. The culminating review and demonstration of oral language competencies are addressed in the following courses depending upon the student's licensure area: EDN 409 (secondary and allied programs), EDN 411 (elementary and middle grades), EDN 465 (education of young children program), or SED 411 (special education).

Note: Licensure requirements change and program requirements must be adjusted to accommodate new mandated competencies and guidelines. Students must meet the Teacher Education Program requirements in place at the time of their eligibility for admission to the Watson School of Education. Similarly, they must meet the licensure requirements in effect, including mastery of Essential and Advanced Technology standards, at the time their applications are submitted to the North Carolina Department of Public Instruction. Students are advised to check with their advisors or the associate dean's office to stay informed of programmatic changes.

Title II Test Scores Reporting Data

In accordance with federal Title II requirements, the Watson School of Education reports the following Praxis test scores for student teachers in 2002-2003:
Praxis Specialty Area Tests: Watson School of Education pass rate = 98%; all institutions in North Carolina pass rate = 94%

SPECIALTY STUDIES

Dr. J. Fischetti, chair. Ms. Benzaquin, Ms. A. Brown, Dr. Caropreso, Dr. Chen, Mr. Dickerson, Mr. Ertzberger, Dr. Feinberg, Dr. Gill, Ms. Greene, Dr. A. Hayes, Dr. Kozloff, Dr. Kubasko, Dr. Martinez, Dr. Moallem, Dr. Mory, Dr. Murdock, Dr. Nesbit, Dr. Nottingham, Dr. Reid-Griffin, Dr. R. Smith, Dr. Summerville, Dr. Tyndall, Dr. Wetherill.

The Department of Specialty Studies provides basic professional education courses for the undergraduate programs in elementary, middle grades, secondary, special education, and special subjects (K-12) teacher licensure. The department also is responsible for the programs of study leading to the Master of School Administration, Master of Education in Secondary Education, Master of Science in Instructional Technology, Master of Arts in Teaching, and the Master of Education in Curriculum/Instruction Supervision. These programs are described in the Graduate School Catalogue.

CURRICULAR STUDIES

Dr. M. Davies, *chair.* Dr. Applefield, Ms. Calhoun, Dr. Campbell, Ms. Chandler, Dr. Collins, Mr. Dixon, Dr. Fox, Dr. Hargrove, Dr. H. Hayes, Dr. Honchell, Dr. Huber, Dr. Kermani, Dr. LaNunziata, Dr. Mechling, Dr. Roney, Dr. Steele, Dr. C. Thomas, Dr. B. Walker.

The Department of Curricular Studies is responsible for the programs of study leading to the bachelor of arts degrees in education of young children, elementary education, middle grades education, and special education. The department also is responsible for the graduate programs leading to the Master of Education in elementary education, middle grades education, language and literacy education, and special education. These programs are described in the Graduate School Catalogue.

The Bachelor of Arts program in the education of young children leads to North Carolina teacher licensure in birth through kindergarten. The Bachelor of Arts program in elementary education leads to North Carolina teacher licensure in grades kindergarten through six. The Bachelor of Arts program in middle grades education leads to North Carolina teacher licensure in grades six through nine. The Bachelor of Arts in special education program prepares teachers in the general curriculum track or adapted curriculum track to serve students with special needs in kindergarten through grade 12.

DEGREE REQUIREMENTS FOR EDUCATION OF YOUNG CHILDREN

Basic Studies

Students should follow basic studies requirements of the University of North Carolina Wilmington as outlined in a previous section of the catalogue.

The major in Education of Young Children requires 76 hours of interdisciplinary and education courses as follows:

Interdisciplinary Core

BIO	160	Genetics in Human Affairs
EDN	200	Teacher, School and Society
EDNL	200	Field Studies
EDN	204	Introduction to Early Childhood Education
EDN	303	Instructional Technology
HEA	207	Nutrition
PSY	220	Child Psychology
	or	
PSY	223	Life Span Human Development
SOC	345	Sociology of the Family
	or	
SOC	349	Sociology of Children and Childhood

Interdisciplinary Specialty

EDN	227	Aesthetic Development in Young Children
EDN	302	Child Observation and Assessment
EDN	382	Literacy Development in the Early Years
EDN	383	Conceptual Understandings of the Physical World
EDN	385	Field Experience in Early Childhood Education
EDN	386	Field Experience in Infant/Toddler Education
EDN	387	Field Experience Working With Children With Special Needs
EDN	424	Child Guidance
EDN	430	Preschool Curriculum
EDN	450	Infant and Toddler Program Models
EDN	451	Adaptive Practices in Early Childhood
EDN	460	Administration of Preschool Programs
NUR	345	Health Maintenance Needs for Young Children
PED	350	Motor Behavior
PSY	320	Psychology of Infancy and Early Childhood

PSY 322 Psychology of Exceptional Children
or
EDN 260 Introduction to Special Education
SWK 311 Child Abuse and Neglect

Professional Semester

EDN 463 Child, Family and Teacher Relations
EDN 465 Practicum in Education of Young Children (B-K)

Note: Admission to the Watson School of Education is required for enrollment in EDN/SED 300- and 400-level courses numbered higher than EDN 303. A grade of "C" or better is required in education courses, as well as all courses in the Interdisciplinary Specialty and the Professional Semester. Students may repeat courses in which they earn a grade lower than a "C" only with the permission of the dean of the Watson School of Education. A cumulative grade point average of 2.70 is required for the practicum semester.

DEGREE REQUIREMENTS FOR ELEMENTARY EDUCATION

Basic Studies

Students should follow basic studies requirements of the University of North Carolina Wilmington as outlined in a previous section of the catalogue.

The major in Elementary Education requires 82 hours (58 hours of education courses and 24 hours in an academic concentration) as follows:

Professional Core

EDN 200 Teacher, School and Society
EDNL 200 Field Studies
EDN 203 Psychological Foundations of Teaching
EDN 301 Instructional Design and Evaluation
EDN 303 Instructional Technology
PSY 223 Life Span Human Development

Professional Education

EDN 319 Meeting Needs of Special Students in Elementary Schools
EDN 322 The Teaching of Mathematics (K-6)
EDNL 322 Math Laboratory
EDN 334 Social Studies Curriculum and Instruction (K-6)
EDN 336 The Teaching of Science (K-6)
EDN 340 Reading Foundations (K-6)
EDNL 340 Literacy Laboratory
EDN 344 Literature in the Elementary School (K-6) (or ENG 380)
EDN 348 The Teaching of Communication Arts (K-6)
EDN 349 The Teaching of Health and Physical Education (K-6)

Professional Semester

EDN 410 Seminar in Education (K-6)
EDN 411 Practicum (K-6)
EDN 414 Experiencing the Cultural Arts

Note: Admission to the Watson School of Education is required for enrollment in EDN/SED 300- and 400-level courses numbered higher than EDN 303. A grade of "C" or better is

required in all professional courses in the elementary program. Students may repeat courses in which they earn a grade lower than a "C" only with the permission of the dean of the Watson School of Education. A cumulative grade point average of 2.70 is required for eligibility for the practicum semester.

Academic Concentration

An academic concentration of 24 semester hours is required. A maximum of six semester hours of basic studies may be included in the academic concentration. Specific course requirements for the various concentrations may be obtained from the academic advisors in the Watson School of Education. Academic concentrations may be selected from the following disciplines: anthropology, art, behavioral studies, biology, chemistry, community health, English, environmental studies, fine arts, French, geography, geology, history, literature studies, marine biology, mathematics, music, philosophy and religion, political science, psychology, science and humanities, social studies, sociology, Spanish, and theatre.

DEGREE REQUIREMENTS FOR MIDDLE GRADES EDUCATION

Basic Studies

Students should follow basic studies requirements of the University of North Carolina Wilmington as outlined in a previous section of the catalogue.

The major in Middle Grades Education requires 88 hours (46 hours of education courses, 18 hours in an additional teaching field and 24 hours in an academic concentration) as follows:

Professional Core

EDN 200 Teacher, School and Society
EDNL 200 Field Studies
EDN 203 Psychological Foundations of Teaching
EDN 301 Instructional Design and Evaluation
EDN 303 Instructional Technology
PSY 221 Adolescent Psychology
or
PSY 223 Life Span Human Development

Professional Education

EDN 318 The Middle School
EDN 320 Meeting Needs of Special Students in Middle Schools
EDN 352 Developing Reading Competence in the Middle Grades

Two content methods courses from:
EDN 323, 335, 338, 355
Methods for mathematics, social studies, science, language arts

Additional Teaching Field: 18 hours as specified with courses from all disciplines related to the field. Fields are language arts, mathematics, science, or social studies.

Professional Semester

EDN 410 Seminar in Education (6-9)
EDN 411 Practicum (6-9)

Note: Admission to the Watson School of Education is required for enrollment in EDN/SED 300- and 400-level courses numbered higher than EDN 303. A grade of "C" or better is

required in all professional courses in the middle grades education program. Students may repeat courses in which they earned a grade of lower than "C" only with the permission of the dean of the Watson School of Education. A cumulative grade point average of 2.70 is required for eligibility for the practicum semester.

Academic Concentration

An academic concentration of at least 24 semester hours is required. Specific course requirements may be obtained from the academic advisors in the Watson School of Education. Academic concentrations may be selected from the following disciplines: biology, chemistry, English, environmental studies, geography, geology, history, mathematics, political science, social studies, and sociology.

DEGREE REQUIREMENTS FOR SPECIAL EDUCATION

Basic Studies

Students should follow basic studies requirements of the University of North Carolina Wilmington as outlined in a previous section of the catalogue.

The major in Special Education requires 84 credit hours in education for the General Curriculum Track and 64 credit hours in the Adapted Curriculum Track.

GENERAL CURRICULUM TRACK

Professional Core – General Curriculum Track

EDN 200 Teacher, School and Society
EDNL 200 Field Studies
EDN 203 Psychological Foundations of Teaching
EDN 301 Instructional Design and Evaluation
EDN 303 Instructional Technology
PSY 223 Life Span Human Development

Professional Studies – General Curriculum Track

Curricular Foundations

Language Arts
EDN 340 Reading Foundations
EDNL 340 Literacy Lab
Select EDN 352 Developing Reading Competence in the Middle Grades
or
EDN 355 Language Arts Methods for the Middle Grades

Mathematics
EDN 322 The Teaching of Mathematics (K-6)
EDNL 322 Math Laboratory
EDN 323 Teaching Mathematics in Middle Grades

Social Studies
Select EDN 334 Social Studies Curriculum and Instruction K-6
or
EDN 335 Social Studies Education in the Middle Grades

Science
Select EDN 336 The Teaching of Science K-6
or
EDN 338 The Teaching of Science 6-9

Special Education Foundations
- SED 250 Introduction to Special Education
- SED 352 Behavioral Development
- SED 370 Assessment Procedures for Special Education
- SED 372 Program Development in Special Education
- SED 375 Collaboration Strategies in Special Education

Specialty Area – General Curriculum Track
- SED 350 Children and Adolescents with Learning Disabilities
- SED 354 Intellectual and Developmental Disabilities
- SED 355 Children and Adolescents with Behavior Disorders
- SED 360 Teaching Students with Learning Problems
- SED 362 Teaching Students with Social, Emotional and Behavioral Problems
- SED 374 Applied Behavior Analysis for Teachers

Professional Semester – General Curriculum Track
- SED 410 Seminar in Education (Special Education)
- SED 411 Practicum (Special Education)

Note: Admission to the Watson School of Education is required for enrollment in EDN/SED 300- and 400-level courses numbered higher than EDN 303. A grade of "C" or better is required in all professional courses in the Special Education Program – General Curriculum Track. Students may repeat courses in which they earned a grade lower than "C" only with the permission of the dean of the Watson School of Education. A cumulative grade point average of 2.70 is required for eligibility for the practicum semester.

ADAPTED CURRICULUM TRACK

Professional Core – Adapted Curriculum Track
- EDN 200 Teacher, School and Society
- EDNL 200 Field Studies
- EDN 203 Psychological Foundations of Teaching
- EDN 301 Instructional Design and Evaluation
- EDN 303 Instructional Technology
- PSY 223 Life Span Human Development

Professional Studies – Adapted Curriculum Track

Curricular Foundations
- SED 365 The Teaching of Functional Academics
- SEDL 365 Functional Academics Lab
- SED 366 The Teaching of Functional Skills
- SEDL 366 Functional Skills Lab
- SED 367 Communication and Language: Development and Interventions

Special Education Foundations
- SED 250 Introduction to Special Education
- SED 352 Behavioral Development
- SED 370 Assessment Procedures for Special Education
- SED 372 Program Development in Special Education
- SED 375 Collaboration Strategies in Special Education

Specialty Area – Adapted Curriculum Track
- SED 354 Intellectual and Developmental Disabilities
- SED 356 Severe Disabilities

SEDL 356 Severe Disabilities Lab
SED 364 Teaching Students with Severe Disabilities
SED 374 Applied Behavior Analysis for Teachers

Professional Semester – Adapted Curriculum Track

SED 410 Seminar in Education (Special Education)
SED 411 Practicum (Special Education)

Note: Admission to the Watson School of Education is required for enrollment in EDN/SED 300- and 400-level courses numbered higher than EDN 303. A grade of "C" or better is required in all professional courses in the Special Education – Adapted Curriculum Track. Students may repeat courses in which they earned a grade lower than "C" only with the permission of the dean of the Watson School of Education. A cumulative grade point average of 2.70 is required for eligibility for the practicum semester.

TEACHER LICENSURE PROGRAM IN SECONDARY AND SPECIAL SUBJECTS

Programs leading to teacher licensure are offered in the secondary (9-12) fields of biology, chemistry, geology, English, history, mathematics, and physics, and in the special subject (K-12) fields of health, physical education, music, French, and Spanish. Students who concentrate in history, political science or sociology may fulfill subject matter requirements for social studies licensure by completing a minimum of 21-23 semester hours in three social studies areas other than the discipline of major concentration. History 101, 102, 103, 201, 202, and PLS 101 must be completed, as well as at least one course in each of the following areas: sociology/anthropology, economics, and geography.

Students who concentrate in biology, chemistry, earth science or physics may fulfill requirements for science licensure by completing 21-23 semester hours in three science areas other than the discipline of major concentration. A minimum of two courses from each discipline is required. Physics 260 also is required. Students wishing to prepare themselves as secondary or special subject teachers must fulfill degree requirements in an appropriate academic discipline, be admitted to the Watson School of Education, and complete the following sequence of professional courses.

PROFESSIONAL STUDIES – SECONDARY EDUCATION AND FOREIGN LANGUAGES

To earn teacher licensure in secondary education or foreign language education, 40 hours of education courses in addition to the specialty area are required.

Secondary education and foreign languages students pursuing licensure in secondary education (9-12) or foreign language education (K-12) must complete the following requirements in addition to those of the specialty area.

Professional Core

The following courses should be completed before admission to the Teacher Education Program, usually in the sophomore year:

EDN 200 Teacher, School and Society
EDNL 200 Field Studies
EDN 203 Psychological Foundations of Teaching
PSY 223 Life Span Human Development

Professional Studies

Students seeking secondary and special subject licensure must complete the following courses: (See sections below for description of requirements for physical education and music education requirements.)

EDN 301 Instructional Design and Evaluation
EDN 303 Instructional Technology
EDN 321 Meeting Needs of Special Students in High Schools
EDN 356 Reading in the Secondary School

and one of the following sets of courses depending upon licensure area:

EDN 403 Theory and Practice in Teaching Secondary English (9-12)
EDNL 403 Field Experience in Secondary English

EDN 404 Theory and Practice in Teaching Secondary Mathematics (9-12)
EDNL 404 Field Experience in Secondary Mathematics

EDN 405 Theory and Practice in Teaching Secondary Social Studies (9-12)
EDNL 405 Field Experience in Secondary Social Studies

EDN 406 Theory and Practice in Teaching Secondary Science (9-12)
EDNL 406 Field Experience in Secondary Science

EDN 407 Theory and Practice in Teaching Foreign Languages (K-12)
EDNL 407 Field Experience in Foreign Language

Professional Semester

EDN 402 Classroom Management in Secondary Schools
EDN 408 Instructional Seminar
EDN 409 Practicum

Note: Admission to the Watson School of Education is required for enrollment in EDN/SED 300- and 400-level courses numbered higher than EDN 303. A grade of "C" or better is required in all professional education courses. Students may repeat courses in which they earned a grade lower than "C" only with the permission of the dean of the Watson School of Education. A cumulative grade point average of 2.70 is required for eligibility for the practicum semester.

PROFESSIONAL STUDIES – PHYSICAL EDUCATION

To earn teacher licensure in physical education, 28 hours of education courses and 24 hours in an academic concentration in addition to the specialty area are required.

Students pursuing teacher licensure in physical education must complete the following requirements in addition to those of the specialty area. Students who major in physical education may add licensure in health by completing 21 semester hours of selected health courses.

Professional Core

EDN 200 Teacher, School and Society
EDNL 200 Field Studies
EDN 203 Psychological Foundations of Teaching
PSY 223 Life Span Human Development

Professional Studies

EDN 303 Instructional Technology
EDN 356 Reading in the Secondary School

Professional Semester

EDN 409 Practicum

Note: Admission to the Watson School of Education is required for enrollment in EDN/SED 300- and 400-level courses numbered higher than EDN 303. A grade of "C" or better is required in all professional education courses. Students may repeat courses in which they earned a grade lower than "C" only with the permission of the dean of the Watson School of Education. A cumulative grade point average of 2.70 is required for eligibility for the practicum semester.

Academic Concentration

An academic concentration of 24 semester hours is required. A maximum of six semester hours of basic studies may be included in the academic concentration. Specific course requirements for the various concentrations may be obtained from the academic advisors within the Watson School of Education. Academic concentrations may be selected from the following disciplines: anthropology, art, behavioral studies, biology, chemistry, community health, English, environmental studies, fine arts, French, geography, geology, history, literature studies, marine biology, mathematics, music, philosophy and religion, political science, psychology, science and humanities, social studies, sociology, Spanish, and theatre.

PROFESSIONAL STUDIES – MUSIC EDUCATION

To earn teacher licensure in music education, 25 hours of education courses in addition to the specialty area are required.

Students pursuing teacher licensure in music education must complete the following requirements in addition to those of the specialty area.

Professional Core

EDN 200 Teacher, School and Society
EDNL 200 Field Studies
EDN 203 Psychological Foundations of Teaching
PSY 223 Life Span Human Development

Professional Studies

EDN 340 Reading Foundations (K-6)
or
EDN 356 Reading in the Secondary School

Professional Semester

EDN 409 Practicum

Note: Admission to the Watson School of Education is required for enrollment in EDN/SED 300- and 400-level courses numbered higher than EDN 303. A grade of "C" or better is required in all professional education courses. Students may repeat courses in which they earned a grade lower than "C" only with the permission of the dean of the Watson School of Education. A cumulative grade point average of 2.70 is required for eligibility for the practicum semester.

DEGREE REQUIREMENTS

SCHOOL OF NURSING

(http://www.uncw.edu/son/)

Virginia W. Adams, *dean*
Perri J. Bomar, *associate dean for research and community partnerships*
Bettie J. Glenn, *associate dean for academic affairs*

BACHELOR OF SCIENCE DEGREE

Accredited by the National League for Nursing Accrediting Commission and the Commission on Collegiate Nursing Education

Dr. V. Adams, Ms. Allred, Dr. Bechtel, Dr. Bell-Kotwall, Dr. Bomar, Dr. Flynn, Dr. Glenn, Ms. Hopkins, Ms. Hurst, Ms. Kanoy, Dr. Kemppainen, Dr. Kim-Godwin, Dr. Kuiper, Dr. Owensby, Dr. D. Pollard, Ms. Savinon, Dr. Scheuring, Dr. Smith-Taylor, Dr. Turner, Ms. Terzotis, Ms. Turrise.

The School of Nursing offers two programs leading to the Bachelor of Science degree: one with a major in professional nursing and one with a major in clinical research.

Requirements for Admission to the Bachelor of Science Degree Programs in the School of Nursing:

1. Admission to the University of North Carolina Wilmington.
2. Meeting admission criteria in professional nursing, clinical research or other health sciences.
3. Recommendation of the Student Affairs Committee of the School of Nursing.
4. Approval of the nursing , CLR or other health science faculties as appropriate, and dean.

Time Limits: Nursing, clinical research, and/or other health sciences courses must be completed within a consecutive six-calendar-year period of time.

Ten-Year Rule: Science courses which are more than ten years old will be evaluated for currency by the relevant degree program and approved by the associate dean for academic affairs and/or the dean of the School of Nursing.

The curricula in the School of Nursing are subject to review and change based on the evolving health care delivery system.

Special Health Requirement for School of Nursing – Hepatitis B immunization (or signed declination) and TB skin test or chest x-ray prior to clinical enrollment. A drug screen is also required for clinical placement and matriculation as relevant.

BACHELOR OF SCIENCE WITH A MAJOR IN PROFESSIONAL NURSING

The baccalaureate program in the School of Nursing is approved by the North Carolina Board of Nursing and accredited by the National League for Nursing Accrediting Commission (NLNAC), 61 Broadway-33rd Floor, New York City, NY 10006 and the Commission of Collegiate Education in Nursing (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120. In order to be eligible to begin practice as a registered nurse, each graduate must obtain a satisfactory score on the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

The purpose of the baccalaureate program in professional nursing is to prepare a generalist who possesses the knowledge, skills, and attitudes with which to practice family-centered professional nursing in a variety of current and emerging health care delivery systems. In addition, the program is designed to provide a foundation for graduate nursing education. Through interactions with clients–individual persons, families and communities–and other health care professionals, nursing graduates will contribute toward meeting the wide-ranging needs of the region, state, and the larger community.

Students in the professional nursing major must select one of two options: prelicensure for individuals who are not already licensed as registered nurses or RN Access (Registered Nurse to Bachelor of Science) for individuals who possess the registered nurse license.

Computer Competency Requirement: To satisfy the computer competency requirement for the B.S. in professional nursing a student must successfully complete NSG 415.

Oral Communication Competency Requirement: Within the nursing curriculum, several required clinical courses are deemed as oral intensive in the nursing major. These courses meet the UNCW requirement for oral communication competency. NSG 333 is the required course for the prelicensure student in the baccalaureate program. NSG 389 and 489 are required courses for registered nurses in the baccalaureate program.

Curriculum Objectives

The main objective of the curriculum incorporates the professional values of client-centered care (altruism, human dignity, and autonomy), life long learning (clinical reasoning and integrity), and quality improvement (research and social justice). These professional values are vertical threads which are emphasized during the course offerings that address each of the horizontal core concepts.

Upon completion of the curriculum, the new graduate will be able to:

1. Design client-centered care through an altruistic concern for the welfare of others while supporting autonomy and respecting human dignity.
2. Demonstrate integrity based on accountability and responsibility by engaging in clinical reasoning skills and life long learning.
3. Plan quality improvement measures that support legal/ethical standards through the use of evidence- based practice.
4. Improve health of clients through support and promotion of care within the appropriate cultural context.
5. Promote public and global health integrating the knowledge of epidemiology, considering healthcare systems, healthcare policies and respect for the environment.
6. Maximize health maintenance of clients through interdisciplinary management of risk reduction, disease prevention and the management of illness.
7. Demonstrate competence in nursing roles through the use of the nursing process, communication, documentation, technical skill and information and healthcare technology.

B.S. Degree with a Major in Professional Nursing, Prelicensure Option

Requirements for the B.S. Degree with a Major in Professional Nursing, Prelicensure Option: 96 hours.

Collateral Courses: BIO 204, 240, 241, 246; CHM 101; PSY 105, 223; MAT 111 or 151; *either* PAR 101, 110, 115, 205, 211 or 215; *either* SOC 105, ECN 125 or 221; STT 210 or 215. (Note: Completion of these courses will satisfy university basic studies requirements in the social and behavioral sciences and the natural and mathematical sciences.)

Core Courses: NSG 250, 251, 325, 326, 327, 328, 329, 332, 333, 334, 401, 402, 403, 404, 415.

The recommended Program of Study can be viewed on the School of Nursing Web site, www.uncw.edu/son; click on the prelicensure option of the Bachelor of Science in nursing.

A minimum grade of "C" (2.00) is required in each nursing course. A cumulative grade point average of 2.00 or better is required for graduation.

Because many of the required courses are sequential, have prerequisites, and may be offered only once a year, it is vital for students to complete them successfully in the proper sequence. Sample schedules are available in the Center for Academic Advising and in the School of Nursing. Because of the heavy concentration of laboratory and practicum courses in the junior and senior years, students are urged to fulfill university basic studies requirements during the freshman and sophomore years and to take an average of 16 hours per semester. In addition to university basic studies requirements and nursing requirements, students must take elective courses to satisfy the university requirement of a minimum of 124 hours. One summer session (session I between the second and third year) will be required in order to complete the requirements in four years.

B.S. Degree with a Major in Professional Nursing, RN Access (RN to BS) Option

Registered Nurses wishing to obtain the B.S. degree with a major in professional nursing must meet all university admissions and basic studies requirements. Because many of the required courses are sequential, have prerequisites, and may be offered only once a year, it is vital for students to complete them successfully in the proper sequence. In addition to university basic studies requirements and nursing requirements, students must take elective courses to satisfy the university requirement of a minimum of 124 hours. Sample schedules are available in the Center for Academic Advising and in the School of Nursing. Upon successful completion of NSG 216, RN Access (RN to BS) students are granted 24 placement hours credit.

Nursing courses in the RN Access option are available only online. For each course, faculty arrange orientation with the students. Orientation may be online, by interactive television, or workshop. Students must have sufficient computer skills to operate an internet browser (Internet Explorer or Netscape Navigator), a word processor, PowerPoint, Media Player or other video player, and e-mail. Students also must have access to a computer that supports internet browsers, word processors, PowerPoint, Media Player or other video player, and e-mail, at a minimum. For additional information see http://www.uncw.edu/son/rnaccess.htm or contact the School of Nursing.

Requirements for the B.S. Degree with a Major in Professional Nursing, RN Access (RN to BS) Option: 92 hours.

Collateral Courses: PSY 105, 223; SOC 105, 345 or PSY 366; MAT 111; BIO 204, 240, 241, 246; CHM 101; STT 210 or 215. (Note: Completion of these courses will satisfy university basic studies requirements in the social and behavioral sciences and the natural and mathematical sciences.)

Core Courses: NSG 216, 250, NSG 389 and NSGL 389, NSG 410, 415, NSG 420 and NSGL 420, NSG 489 and NSGL 489, NSG 490.

The recommended Program of Study can be viewed on the School of Nursing Web site, www.uncw.edu/son; click on the RN-BS (RN Access) option of the Bachelor of Science in nursing.

A minimum grade of "C" (2.00) is required in each nursing course. A cumulative grade point average of 2.00 or better is required for graduation.

Note: A part-time sequence is available for the RN Access (RN to BS) option. Please consult the RN-BS coordinator or the director of Student Services for specific information.

BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN CLINICAL RESEARCH

This undergraduate program will prepare health science professionals to participate in the science and business of developing health care products and protocols, from discovery to market and human utilization. The curriculum is designed to provide competency in methodologies, including protocol development and regulatory compliance. Emphasis is placed on data collection, analysis and synthesis derived from human-oriented research; research ethics; assessment and evaluation of the safety and efficacy of investigational products.

Program Objectives

The curriculum is designed to provide competency in:

- clinical research methodologies, including protocols and regulatory compliance,
- data collection, analysis and synthesis derived from human-oriented research,
- research ethics,
- assessment and evaluation of the safety and efficacy of investigational products,
- application of knowledge and skills gained in the basic sciences to clinical situations,
- oral and written scientific presentation, and
- collaborative team membership.

Computer Competency: To satisfy the computer competency requirement for the B.S. in clinical research, a student must successfully complete CLR 450 and CLRL 450.

Oral Communication Competency: To satisfy the oral communication competency requirement for the B.S. in clinical research a student must successfully complete CLR 305.

Requirements for the B.S. with a Major in Clinical Research: 98 hours

Prerequisite and Collateral Courses: PSY 105, 223, PSY 366 or SOC 345; CHM 101, 102, CHM 211, CHML 211; CSC 110; PAR 215; BIO 240, 241, 246; MAT 111; SOC 105 and STT 210. (Note: Completion of these courses will satisfy the basic studies requirements in the social and behavioral sciences and the natural and mathematical sciences.

Core Courses: NSG 250, 325; CLR 301, 305, 310, 320, 330, 410, 420, 430, 440, CLR 450, CLRL 450, CLR 460, 498; MKT (course approved by the clinical research coordinator and associate dean for academic affairs).

The recommended Program of Study can be viewed on the School of Nursing Web site, www.uncw.edu/son; click on the Bachelor of Science in clinical research.

A minimum of "C" (2.00) is required in each required clinical research major course in order to progress in the major. A cumulative grade point average of 2.0 or better is required for graduation.

Many of the required courses are sequential, have prerequisites, and may be offered only once a year; therefore, it is imperative that students consult with the academic advisor and follow the prescribed program of study. Students are also expected to complete the university basic studies requirements during the freshman and sophomore years because of the rigor and concentration of lab courses and the internship in the major. The recommended 15-17 semester hour course load each semester is necessary to complete the program in four academic years. In addition to the basic studies and required prerequisite courses, elective credits are also included in the 124 minimum requirements for graduation.

EXTENSION PROGRAMS AND COURSES

The Division of Academic Affairs administers the university's extension (academic) program. The university operates the following upper-division undergraduate and graduate degree completion programs at the Jacksonville/Onslow County program site.

Undergraduate Programs
- elementary education
- nursing (RN-Access)
- criminal justice

Graduate Programs
- Master of Arts in liberal studies
- Master of Education in elementary education

Courses are scheduled on the Coastal Carolina Community College campus, the Marine Corps Base at Camp Lejeune, and online. Licensure courses are also offered for several teaching areas.

Additional extension offerings include undergraduate and graduate courses at select off-campus sites. Applications for admission to extension programs are received by the Admissions Office; requests for transcripts should be made to the Registrar of the University of North Carolina Wilmington. Graduate extension applications are received by the Graduate Office.

Information concerning all extension programs and courses may be obtained by contacting the Division of Academic Affairs at UNCW, 601 South College Road, Wilmington, NC 28403-5900; phone (910) 962-3876.

JOINT PROGRAMS

THE THREE-PLUS-TWO ENGINEERING PROGRAM (See page 129.)

THE TWO-PLUS-TWO ENGINEERING PROGRAM
(http://www.uncw.edu/preeng/)

Dr. Kenneth C. Diehl, *director*

The Two-Plus-Two Engineering Program is offered jointly by the University of North Carolina Wilmington and North Carolina's three state-supported Colleges of Engineering. It leads to a bachelor's degree from either North Carolina State University, the University of North Carolina at Charlotte, or North Carolina A&T State University. The purpose of the Two-Plus-Two Program is to offer students the opportunity to complete approximately one-half of the B.S. degree requirements by attending UNCW for the first two years and then allow transferring to one of the three universities for the remaining two years. Courses offered at UNCW in the first two years include several of the required basic engineering courses, which are delivered through the distance education facilities on campus. At this time, registration for these courses is completed through the Two-Plus-Two Program offices. An introductory engineering course is offered at UNCW. See "Engineering" in the Course Descriptions section of this catalogue for a description of this course. Contact the director for the most recent information on courses offered, curricula, and the Two-Plus-Two program.

Engineering degree programs offered by the three colleges of engineering include:

North Carolina State University

- Aerospace
- Biological
- Chemical
- Civil
- Civil (construction option)
- Computer
- Electrical
- Environmental
- Industrial
- Materials
- Mechanical
- Nuclear
- Textile

North Carolina A&T State University

- Agricultural and Biosystems
- Architectural
- Chemical
- Electrical
- Industrial
- Mechanical
- Civil

University of North Carolina at Charlotte

- Civil
- Electrical
- Mechanical

PRE-PROFESSIONAL PROGRAMS

Health-Related Pre-Professional Preparation for Medicine, Dentistry, Chiropractic, Veterinary Medicine, Pharmacy, Physical/Occupational Therapy, Physician Assistant, Optometry and Podiatry

Dr. Timothy A. Ballard, *UNCW pre-health advisor for upper-level students*
Dr. David W. Abbott, *General College pre-health advisor for entry-level students*
Ms. Claudia A. Stack, *General College pre-health advisor for entry-level students*

For general information regarding per-health advising at UNCW, visit the General College Web page at http://www.uncw.edu/gc/ or call (910) 962-3245.

The General College Center for Academic Advising assists students in planning the required courses during their first year for health-related careers. (Note: Students interested in nursing should refer to UNCW's School of Nursing.)

Students wishing to pursue a career in the health professions may elect to major in any discipline, as long as they incorporate the courses required for admission to their desired professional school. In the first semester, their curriculum should usually include:

ENG	101	College Writing and Reading I **or**
	103	College Writing and Reading (Advanced)
MAT	___	[according to placement]
CHM	101	General Chemistry
BIO	204	Principles of Biology: Cells

Additional Basic Studies course

At a minimum, pre-professional health science preparation usually includes courses in chemistry, biology, physics, and mathematics. General lists of recommended courses are available in the UNCW Pre-Health Professions Student Manual (which can be printed off of the General College Web page), but students are ultimately responsible for checking the prerequisites of the individual schools to which they wish to apply.

Prerequisites for admission into health professions schools should usually be taken in the first three years at UNCW, as most of the professional schools have specific entrance exams that are designed to be taken after the third year. In addition to excellent grades and entrance exam scores, there are a number of factors that affect admission to a school in the health professions. They include, but are not limited to: involvement in extracurricular activities, volunteer work in one's field of interest, and dedication and suitability to the career.

Interested students are strongly encouraged to join UNCW's Health Science Club, which exists to help students learn more about their career options and meet practicing health professionals.

First-year students who wish to pursue entrance into a health profession should contact one of the General College pre-health advisors. Beyond the first year, all students (regardless of major) who are actively pursuing pre-health should contact Dr. Ballard in the Department of Biology and Marine Biology.

PRE-LAW

Dr. Stephen S. Meinhold, *advisor*

Students who plan to prepare for law school may select a major in any discipline that fulfills the requirements for a baccalaureate degree at UNCW. In developing a pre-law program, the student should be aware of the recommendation of the Association of American Law Schools,

which describes the basic skills and insights it believes fundamental to the later attainment of legal competence. These are (a) comprehension and expression in words; (b) critical understanding of human institutions and values with which the law deals; and (c) creative power in thinking. In order to develop these capacities, the association recommends a pre-legal education of "the broadest scope." To accomplish these goals the University of North Carolina Wilmington offers a wide range of pre-law courses. Although political science and business are frequently selected by pre-law students as their major, economics, English, history, sociology and others are sometimes selected. Regardless of the major, the pre-law student should be zealous in the selection of electives that will facilitate critical understanding of economic, political and social institutions. Since a lawyer must be able to communicate effectively, the pre-law student is well-advised to lay special emphasis on communicative skills. Also, knowledge of elementary accounting is highly recommended.

Finally, the pre-law student should remember that the quality of undergraduate instruction is more important than the subject matter area. The Association of American Law Schools recommends the selection of courses which require the greatest preparation and intellectual discipline. "The best trained applicant for law school," states the association "is the student who has studied under teachers who have inspired, challenged, and pressed him."

All candidates for law school should apply in time to ensure that their completed file is available by January 1 of the year they plan to enter. This means that they should register for either the June or September administration of the Law School Admissions Test and for the Law School Data Assembly Service. The LSAT and the LSDAS are explained fully in the Law School Admission Bulletin, which is available in the Department of Political Science. Additional information and advice may be secured from the pre-law advisor in the Department of Political Science.

COURSE DESCRIPTIONS

All undergraduate courses offered by the university are listed. Not all of the courses listed are offered within a single academic year. A listing of the courses offered during a given semester is available online before preregistration each semester.

TRIAL COURSES

Academic departments may offer special trial courses during the fall and spring semesters on a one-time basis without adding them to their regular departmental offerings. A second trial offering, if additional data are essential, must be within two regular semesters of the first. Numbers designating these special courses are 292 and 492. Descriptive information on trial courses does not appear in the catalogue but is on file in the Office of the Registrar.

SEQUENCED COURSES

A hyphen connecting courses (e.g., 201-202) indicates that the first course in the sequence must be satisfactorily completed prior to registration in the second course of the sequence. When course numbers are separated by a comma (e.g., 201, 202), the first course is not necessarily prerequisite to those following.

CREDITS AND CLASS MEETINGS

Unless specifically indicated at the end of the course description, the number of hours a class meets each week is the same as the credit hour value of the course. The semester hours credit for each course is indicated in parentheses immediately following the title of the course. For example, if three hours of credit may be earned, the credit is indicated as follows: (3). In variable credit courses, the minimum and maximum hours are shown as follows: (1-3).

COURSE PREFIXES

The prefixes used to designate courses are abbreviations of the names of departments or fields of study within departments, as shown below:

ACG Accountancy (Department of Accountancy and Business Law)
AFA African-American Studies (College of Arts and Sciences)
AMS American Studies (College of Arts and Sciences)
ANT Anthropology (Department of Anthropology)
ARH Art History (Department of Art and Theatre)
ART Art (Department of Art and Theatre)
ATR Athletic Training (Department of Health and Applied Human Sciences)
BIO Biology (Department of Biology and Marine Biology)
BLA Business Law (Department of Accountancy and Business Law)
BUS Business (Department of Management and Marketing)
CHM Chemistry (Department of Chemistry and Biochemistry)
CLA Classical Studies (Department of Foreign Languages and Literatures)
CLR Clinical Research (School of Nursing)
COM Communication Studies (Department of Communication Studies)
CRJ Criminal Justice (Department of Sociology and Criminal Justice)
CRW Creative Writing (Department of Creative Writing)
CSC Computer Science (Department of Computer Science)
ECN Economics (Department of Economics and Finance)
EDN Education (Department of Curricular Studies, Department of Specialty Studies)
EGN Pre-Engineering (College of Arts and Sciences)
ENG English (Department of English)
EVS Environmental Studies (Department of Environmental Studies)
FIN Finance (Department of Economics and Finance)
FLL Foreign Languages and Literatures (Department of Foreign Languages and Literatures)

FNA Fine Arts (Department of Music)
FRH French (Department of Foreign Languages and Literatures)
FST Film Studies (Department of Film Studies)
GER German (Department of Foreign Languages and Literatures)
GGY Geography (Department of Earth Sciences)
GLY Geology (Department of Earth Sciences)
GRN Gerontology (College of Arts and Sciences)
HEA Health (Department of Health and Applied Human Sciences)
HON Honors (Honors Program)
HST History (Department of History)
INT International Studies (International Programs)
ITN Italian (Department of Foreign Languages and Literatures)
JPN Japanese (Department of Foreign Languages and Literatures)
LAT Latin (Department of Foreign Languages and Literatures)
LED Leadership Studies (College of Arts and Sciences)
LIB Library Science (Randall Library)
MAT Mathematics (Department of Mathematics and Statistics)
MGT Management (Department of Management and Marketing)
MIS Information Systems (Department of Information Systems and Operations Management)
MKT Marketing (Department of Management and Marketing)
MUS Music (Department of Music)
NSG Nursing (School of Nursing)
PAR Philosophy and Religion (Department of Philosophy and Religion)
PED Physical Education (Department of Health and Applied Human Sciences)
PHY Physics (Department of Physics and Physical Oceanography)
PLS Political Science (Department of Political Science)
POM Operations Management (Department of Information Systems and Operations Management)
PRT Portuguese (Department of Foreign Languages and Literatures)
PSY Psychology (Department of Psychology)
QMM Quantitative Methods (Department of Information Systems and Operations Management)
REC Recreation (Department of Health and Applied Human Sciences)
RTH Therapeutic Recreation (Department of Health and Applied Human Sciences)
SED Special Education (Department of Curricular Studies)
SHS Science, the Humanities, & Society (College of Arts and Sciences)
SOC Sociology (Department of Sociology and Criminal Justice)
SPN Spanish (Department of Foreign Languages and Literatures)
STT Statistics (Department of Mathematics and Statistics)
SWK Social Work (Department of Social Work)
THR Theatre (Department of Art and Theatre)
UNI University Studies (General College)
WMS Women's Studies (College of Arts and Sciences)

ONLINE COURSES

The university currently offers a variety of online courses, and one degree program, the RN to B.S. option in nursing, is delivered totally online. Such courses are so designated in the Class Schedule and are open to both on- and off-campus students. These offerings, designed for the highly motivated student, are expected to increase in the future, and those interested in this format should consult the online courses Web site http://uncw.edu/online.

Accountancy Course Descriptions

(Department of Accountancy and Business Law)

ACG 201. Financial Accounting (3) Prerequisite or corequisite: MAT 111 and corequisite ACGL 201. An introduction to the basic framework of accounting for both students majoring in accountancy and other disciplines. Includes preparation of financial records, financial statements, and analysis of the major financial statements with emphasis on the underlying accounting concepts and constraints. Normally taken concurrently with ACGL 201.

ACGL 201. Financial Accounting Laboratory (1) Corequisite: ACG 201. Two laboratory hours each week.

ACG 203. Managerial Accounting (3) Prerequisite: ACG 201and ACGL 201. An introduction to the concepts and techniques used by management to analyze and interpret accounting data in the organization.

ACG 301-302. External Financial Reporting I and II (3-3) Prerequisite: A grade of "C" or better in ACG 201 and 203; for ACG 302, a grade of "C" or better in ACG 301. Corequisite: ACG 306 for ACG 301. Analysis of traditional financial accounting topics and theory. Examines recent developments in accounting measurement and promulgations of the leading professional accounting organizations. ACG 301 emphasizes the development of accounting standards and theory, financial statements, and current assets. ACG 302 emphasizes plant assets, long-term investments, liabilities, and stockholders' equity.

ACG 305. Advanced Managerial Accounting (3) Prerequisite: A grade of "C" or better in ACG 201 and ACG 203. Identifying, capturing, developing, and reporting financial and other information to support strategic planning and decision making, short run management decisions, and management control of enterprise programs and activities. Specific topics include: strategic cost analysis, activity-based management, profit planning and budgeting, short run decision structures, and management systems for strategic and operational control.

ACG 306. Accounting Information Systems–Control and Audit (3) Prerequisite: A grade of "C" or better in ACG 201 and 203. Corequisite: ACG 301. An introduction to accounting information systems with an emphasis on documentation, internal controls, transaction cycles, and auditing concepts. Laboratory projects include advanced spreadsheet functions and an accounting software package.

ACG 403. (503) Non-Profit Organization Accounting (3) Prerequisite: ACG 302. Accounting for not-for-profit organizations including governments, colleges and universities, hospitals, charities, and other not-for-profit organizations. Emphasis is on objectives and preparation of financial statements, the use of managerial reports, and budgetary data.

ACG 404. Federal Income Taxes (3) Prerequisite: ACG 301 or permission of instructor. The study of federal income taxation of individuals and business entities with emphasis on business revenues and deductions and property transactions.

ACG 445. Advanced Accounting Information Systems–Security (3) Prerequisite: A grade of "C" or better in ACG 306. A study of the security issues in a distributed computing environment and the impact of electronic commerce on the production and dissemination of financial information, security problems and solutions for UNIX and Windows NT operating systems are studied. Addresses risks faced by firms engaging in e-commerce, as well as, procedures for managing those risks.

ACG 470. Topics in Accounting Information Systems (1-3) Prerequisite: Permission of the instructor. Contemporary topics related to accounting information systems.

ACG 471. Topics in Managerial Accounting (1-3) Prerequisite: Permission of the instructor. Contemporary topics related to managerial accounting.

ACG 491. Directed Individual Study (1-6) Prerequisite: Junior or senior standing and consent of department chairperson.

ACG 495. Seminar in Accountancy (1-3) Prerequisites: Junior or senior standing and consent of the department chairperson. This course may be repeated under a different subtitle.

ACG 498. Internship in Accountancy (1-6) Involves the application of accounting knowledge in a "real world" setting. The participant receives hands-on experience under the guidance of a manager from a business or no-for-profit organization, or CPA firm. Six (6) semester hour internships are available to students who plan to enter the Master of Science in Accountancy program at UNCW, achieve satisfactory performance on the Graduate Management Admission Test, and complete specific course work prior to commencement of the internship.

ACG 499. Honors Work in Accountancy (2-3) Prerequisite: Senior standing. Independent work for honors students.

African-American Studies Course Description

(College of Arts and Sciences)

AFA 101. Introduction to African-American Studies (3) Interdisciplinary exploration of salient issues in the black experience and the role of African-Americans in the development of American culture from 1619 to the present.

American Studies Course Description

(College of Arts and Sciences)

AMS 200. Introduction to American Studies (3) Survey of major themes in American culture and the methods used to study them.

AMS 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, junior or senior standing, and consent of instructor, department chair and dean. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue.

Anthropology Course Descriptions

(Department of Anthropology)

ANT 105. Introduction to Anthropology (3) Introduction to the physical, archaeological, linguistic, and ethnological fields of anthropology; biological and cultural evolution of man.

ANT 205. (SOC 205) Human Societies (3) The comparative study of human society and culture, with selected ethnographic examples to illustrate human adaptation to specific environments and reveal patterns of major social institutions—economy, marriage and kinship, politics and religion—which underlie and support a particular way of life. Comparisons are drawn among

hunter-gatherer, tribal horticultural, peasant and modern industrial societies. Perspectives on the dynamics of social process and cultural change are also introduced.

ANT 206. Cultural Anthropology (3) A presentation of the content and historical development of cultural anthropology. Deals with the cultural relativism, ethnocentrism, institutional analysis and cultural integration and shifts in theoretical perspectives by comparing ethnographies of selected cultures.

ANT 207. Archaeology (3) The concepts and aims of archaeology, its history as a scientific discipline and its present role in the social sciences. Attention to basic principles in field work and to recent advances.

ANTL 207. Archaeological Laboratory (1) Corequisite or prerequisite: ANT 207. Course is designed to familiarize students with techniques of archaeological recovery, preparation, preservation, and analysis of recovered archaeological materials. Laboratory work will parallel lecture, providing practical experience in techniques covered as part of lecture course. It is not necessary to take the lab in order to take lecture. Three hours each week.

ANT 208. Language and Culture (3) Human language, its characteristics and its relationship to other communication systems will be examined. The use of language to illuminate historical relationships and current sociocultural processes will be discussed, as well as ways in which one can investigate culture through cognitive structures elicited from speech.

ANT 210. Physical Anthropology (3) Introduction to the study of human evolution. Consideration given to the fossil evidence for humans and putative human ancestors, early development of culture, and dynamics of cultural and biological changes in recent and living human populations.

ANT 211. Fundamentals of Forensic Anthropology (3) The role of physical anthropology in the forensic sciences. Topics include (with reference to case studies): history of forensic anthropology in the US; procedures for search and recovery of human remains; method of identification from the skeleton; trauma analyses; manners of death; time since death estimations; facial reconstruction; photo/video superimposition techniques.

ANT 215. Anthropology of Native Americans (3) Survey of native peoples and their cultures. Major cultural adaptations reflected in subsistence practice, crafts and arts, social, political, and ceremonial patterns of the native peoples of North America.

ANT 250. World Cultures Through Film (3) Ethnographic films and readings are used to explore variability in human culture and society. Films present people living in diverse ecologies and at different levels of social complexity. Interpretation is based upon the concepts and theories of cultural anthropology.

ANT 301. Shamanism, Witchcraft, and Cults (3) Prerequisite: ANT 105 or 206 or sophomore standing. A study of the religious institutions of traditional band, tribal and peasant societies. Topics cover psychological stress, social control, and ritual healing. The cult within modern Western society will be compared with cults in traditional preindustrial society.

ANT 303. Anthropology of Gender (3) Prerequisite: ANT 105 or 206 or SOC 105 or consent of instructor. A study of gender roles in traditional cultures, an analysis of historical, ideological, economic, and social systems of traditional cultures as influenced by gender.

ANT 304. South Americans Indians (3) Prerequisite: ANT 105 or 206, or consent of instructor. Human populations and their adaptations to the South American continent. Approximately equal emphasis is given Native Americans in past and contemporary societies.

ANT 305. North Americans Indians (3) Prerequisite: Sophomore standing. A study of the major issues facing Native Americans today in North America. Traditional North American cultures and their history of contact with Euro-American culture provides the background to analyze contemporary issues of identity, land claims, religious freedom, energy resources, health and education.

ANT 307. New World Archaeology (3) Prerequisite: ANT 105 or 207 or consent of instructor. The entry of humans into North America and South America will be examined using archaeological data. Other topics include the post-Pleistocene expansion of big game hunters, woodland hunter-gatherers, and the development of agricultural societies. Diffusion versus independent invention will be considered.

ANT 308. Old World Archaeology (3) Prerequisite: ANT 105 or 207 or consent of instructor. Studies the interplay of early state-level civilizations in the Old World, with emphasis on Mesopotamia, Egypt, and the Indus Valley. Other topics include nomads, invaders, and the collapse of state-level societies. Lecture and discussion.

ANT 309. Environmental Anthropology (3) Prerequisite: ANT 105 or 206 or 207 or consent of instructor. A study of cultural adaptations as responses of human populations to varied environments; this course will focus upon cultural vs. biological adaptation from the archaeological past to the ethnographic present.

ANT 310. The Ancient Maya (3) Explores the achievements of one of the most remarkable civilizations in the Americas. Artistic, architectural, economic and religious components of pre-Columbian Maya Society; the rise and decline of the civilization; Spanish impacts on Maya cultural history.

ANT 311. Field Methods in Archaeology (3-6) Prerequisite: ANT 207. Practical field methods of land-site archaeology will be taught through the excavation of local archaeological sites. Scientific excavation, sampling, and preservation techniques will be presented as the basic tools of the archaeologist.

ANT 315. Ancient Mesoamerica (3) Overview if the development, characteristics and decline of the pre-Columbian peoples and cultures of Central America, with particular attention to archaeological and ethnographic research in Mexico, Belize, Guatemala, Honduras and El Salvador.

ANT 317. Latin American Anthropology (3) Prerequisite: ANT 105 or 206, or consent of instructor. Complex national cultures of Latin America. Contemporary issues such as the rights of native peoples, peasant land reform, urban slum settlements, development of resources, and political and economic reform movements. Case studies of individual countries.

ANT 320. Human Origins (3) Prerequisite: ANT 210 or consent of instructor. Classification and history of human evolution deduced from the fossil record and molecular data. Discussion of Tertiary hominoids and emergence of humans with emphasis on Australopithecines and later Pleistocene hominins.

ANT 322. Primate Biology and Behavior (3) Prerequisite: ANT 210 or consent of instructor. Ecology, social behavior, and functional morphology and classification of living primates (prosimians, monkeys, and apes); their evolutionary history and development.

ANT 324. Human Biological Variation (3) Prerequisite: ANT 210 or consent of instructor. Nature and extent of heritable differences among human populations in evolutionary perspective. Consideration of effects of environmental factors on genic expression.

ANT 326. Human Osteology (3) Prerequisite: ANT 210. Corequisite: ANTL 326. The human skeleton focusing on bone biology and skeletal anatomy. Topics include: techniques to examine and measure bones, methods for the estimation of age, sex, ancestry and stature, analyses of pathology (disease and trauma). Topics presented within the context of specialized areas of physical anthropology, such as skeletal biology, paleodemography, and forensic anthropology.

ANTL 326. Human Osteology Laboratory (1) Prerequisite: ANT 210. Corequisite: ANT 326. The application of concepts, techniques, and methodologies to actual skeletal materials. Three lab hours each week.

ANT 387. (ART 387) Museum Studies (3) Prerequisite: Consent of instructor. A lecture course focusing on the philosophies and practical exigencies of management of a museum. The course involves actual experience at local museums under the supervision of the director, familiarity with museum policies, roles of the staff, and work within the major areas of museum operations of administration, exhibition, and education.

ANTL 387. (ARTL 387) Museum Studies Practicum (1) Prerequisite: Consent of instructor. Practicum includes exhibit installations, sales gallery operations, working with the permanent collection, and assessing and developing educational programs. Three hours each week.

ANT 411. (HST 507) Advanced Field Training in Archaeology (3-6) Prerequisite: HST 201 or 441; ANT 311, and consent of instructor. Supervisory training for field archaeologists. Students direct specific aspects of archaeological excavation, including research design, data recovery, daily site management, and field analysis. Summers.

ANT 412. (HST 508) Historical Archaeology (3) Prerequisite: HST 201 or 441, or ANT 105 or 207, or consent of instructor and graduate status. Substantive investigation of the special excavation and analysis procedures, subject matter, and goals of archaeology as applied to the historic past of North America. Special emphasis placed upon historic archaeological sites in the local region. Lecture, laboratory, and fieldwork.

ANT 426. Forensic Osteology Method and Theory (3) Prerequisites: ANT 326 and ANTL 326 with a grade of "C" (2.00) or better in both courses. This is an advanced osteology seminar/laboratory course focusing on the application of skeletal and dental analyses for establishing human identification, time since death, and manner of death.

ANT 430. (BIO 430) Evolutionary Biology (3) Prerequisite: BIO 335 (Genetics). Advanced survey of organizational principles of the genetic apparatus of prokaryotes and eukaryotes. Emphasis of the course directed to critical evaluation of current concepts and models of evolutionary dynamics using relevant illustrative examples from the literature.

ANT 445. Ethnographic Research Methods (3) Prerequisites: ANT 206 or consent of instructor. Ethnographic research methods and qualitative approaches. Topics covered include observation, focus groups, participant observation, interviewing, qualitative analysis, research ethics, and collaborative life history projects. Field research as basis for seminar paper.

ANT 450. History of Anthropological Theory (3) Prerequisite: ANT 206; six hours of anthropology above the introductory level or consent of instructor. Development of anthropological theory through the research and writings of key figures in the field. Attention is directed toward social and intellectual contexts out of which anthropological theories emerge.

ANT 455. Reading Material Culture (3) Prerequisite: ANT 207 or 412. Examination of the theoretical continuities among cultural anthropology, linguistics, and history as evidenced in the record of material culture revealed through archaeology. Emphasis on the historical archaeol-

ogy of the post-medieval European expansion. Two lecture and two laboratory hours each week.

ANT 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, junior or senior standing, and consent of instructor, department chair and dean. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue.

ANT 495. Topical Seminar (1-3) Prerequisite: Consent of instructor. Discussion of selected topics in anthropology. May be repeated under a different subtitle.

ANT 498. Internship in Anthropology (1-6) Prerequisite: junior or senior standing and consent of instructor. Supervised practical experience with public or private agency, organization or institution. Area of concentration, requirements, and means of evaluation to be defined in consultation with supervising faculty

ANT 499. Honors Work in Anthropology (2-3) Prerequisite: Eligibility for honors program and senior standing. Independent work for honors students.

For 292 and 492; 294 and 494, see explanations on p. 184, 104.

Art History Course Descriptions

(Department of Art and Theatre)

ARH 201. Ancient Through Medieval Period (3) A survey of art from ancient through medieval with an emphasis on major artistic developments in their historical and cultural context.

ARH 202. Renaissance Through Early Modern Period (3) A survey of Western art from the Renaissance to the Modern Period with an emphasis on major artistic developments in their historical and cultural context.

ARH 205. History of Photography (3) Covers history of photography from its invention in 1839 until the present day. Emphasis on the development of techniques, imagery and aesthetics of photography as art and documentation.

ARH 290. The Practice of Art History (3) Prerequisite: ARH 201 or 202. An exploration of the nature of art historical inquiry with an emphasis on the techniques and methods essential to the study and writing of art history.

ARH 301. Ancient Greek Art (3) Prerequisite: ARH 201. A study of the art of the Aegean and ancient Greece, from 3000 B.C. to the first century B.C. Emphasis on architecture, painting, and sculpture as related to ancient history and culture.

ARH 302. Ancient Roman Art (3) Prerequisite: ARH 201. A study of the art of Etruria and Rome from the sixth century B.C. to 350 A.D. Emphasis on architecture, painting, and sculpture as related to ancient history and culture.

ARH 303. Medieval Art (3) Prerequisite: ARH 201. A study of European art from Early Christian times through the Gothic period in Europe. Emphasis on architecture, painting, sculpture, and graphics as related to medieval history and culture.

ARH 304. Northern Renaissance Art (3) Prerequisite: ARH 202. A study of the art in Northern Europe, exclusive of Italy, from 1200 to 1600 A.D. Emphasis on architecture, painting, sculpture, and graphics as related to the history and culture of the period.

ARH 305. Italian Renaissance Art (3) Prerequisite: ARH 202. A study of art in Italy from 1200 to 1600 A.D. Emphasis on architecture, painting, sculpture, and graphics as related to history and culture of the period.

ARH 306. Baroque and Rococo Art (3) Prerequisite: ARH 202. A study of European art from 1600 to 1750 A.D. Emphasis on architecture, painting, sculpture, and graphics as related to European history and culture of the period.

ARH 307. Nineteenth Century European Art (3) Prerequisite: ARH 202. A study of nineteenth century European art with an emphasis on architecture, painting, sculpture, and graphics as related to European history and culture of the period.

ARH 308. Twentieth Century Art (3) Prerequisite: ARH 202. A study of art in Europe and the United States from 1900 to the present. Emphasis on architecture, painting, sculpture, graphics and other vehicles of artistic expression as related to history and culture of the period.

ARH 309, 310. American Art (3,3) Prerequisite: ARH 201, 202. ARH 309: United States from first explorations to the Civil War. ARH 310: United States from 1865 to World War II. A study of art in America exclusive of that produced by indigenous peoples. Emphasis on architecture, painting, sculpture, and graphics as related to history and culture.

ARH 313. History of Architecture (3) Prerequisite: ARH 201 or ARH 202, or permission of the instructor. A survey of architecture from prehistoric times to the present day. Emphasis on interaction between individual creativity and historical circumstances that lead to memorable architecture as an expression of dominant political and social forces.

ARH 385. History of Printmaking (3) Prerequisite: ARH 202. A survey of printed pictures from the 15th century to the present. Emphasis on the evolution of printmaking with specific attention to its practical applications, as well as its function as fine art.

ARH 387. (ANT 387) Museum Studies (3) Prerequisite: Permission of instructor. A lecture course focusing on the philosophies and practical exigencies of management of a museum. The course involves actual experience at local museums under the supervision of the director, familiarity with museum policies, roles of the staff, and work within the major areas of museum operations of administration, exhibition and education.

ARHL 387. (ANTL 387) Museum Studies Practicum (1) Corequisite: ARH 387 (ANT 387). Practicum includes exhibit installations, sales gallery operations, working with the permanent collection, and assessing and developing educational programs. Three hours each week.

ARH 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, junior or senior standing, and consent of instructor, department chair, and dean. Investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in the catalogue.

ARH 495. Seminar in Art History (3) Prerequisite: ARH 201 and 202; junior standing. Consideration of special subjects not covered in detail in regular course offerings. May be repeated under different subtitle for credit.

ARH 498. Internship in Art History (3 or 6) Prerequisite: Junior or senior standing, minimum 3.00 GPA in the major, and permission of chair. Academic training and practical field experience within an agency or setting related to the student's principal area of interest. (A maximum of six credit hours may be applied toward the degree).

ARH 499. Honors Work in Art History (2-3) Prerequisite: Eligibility for Honors Program, and junior or senior standing. Independent study for honors students.

Art Course Descriptions

(Department of Art and Theatre)

ART 101, 102. Design (3, 3) 101: Study of the principles of two-dimensional design and introduction to color theory. 102: Introduction to concepts of three-dimensional art-making. Focus on form, construction, and function. Emphasis on developing critical approach to decision-making appropriate to discipline. One lecture and three studio hours each week. May be taken in either order.

ART 111. Drawing Fundamentals (3) Fundamentals of drawing; investigation of processes and visual concepts with emphasis on charcoal. Four studio hours each week.

ART 112. Drawing Fundamentals (3) Fundamentals of drawing; investigation of processes and visual concepts with emphasis on linear media pencil, stick graphite, charcoal pencil, and ink. Four studio hours each week.

ART 211. Beginning Life Drawing (3) Prerequisite: ART 111 or 112 with permission of instructor. Drawing from the model: structure, geometric form, and composition using various media: pencil, charcoal, India ink, etc. Six hours per week.

ART 220. (CSC 220) (FST 220) 3-D Computer Graphics Tools and Literacy (3) Prerequisite: CSC 105, 121 or permission of instructor. Project-based approach to learning fundamental principles of 3D computer graphics using high-level software tools. Modeling of objects, geometrical transformations, surface algorithms, lighting and shading, alternative rendering techniques, and providing background skills necessary to create animated movies.

ART 221. Beginning Ceramics (3) Prerequisite: ART 102 or consent of instructor. Ceramic art-making with emphasis on manipulating the material with hand-building techniques. Includes introduction to ceramic art history and technical issues including glaze application and firing practice. One lecture and five studio hours each week.

ART 233. Beginning Intaglio and Relief (3) Prerequisite: ART 101. Survey of intaglio and relief printmaking history and techniques. Introduction to relief processes on blocks and intaglio processes on plates. Woodcut, linocut, monotype, dry point, line etching, and soft ground etching. Six studio hours per week.

ART 235. Beginning Serigraphy (3) Prerequisite: ART 101 or ART 241 or ART 242. Introduction to screen printing techniques and history. Blockout, resist, reduction and lacquer film. Six studio hours per week.

ART 237. Beginning Lithography (3) Prerequisites: ART 233 or ART 235. Introduction to the history, chemistry, and technique of stone lithography. Crayon drawing, tusche wash, rubbing crayon, and *maniere noire*. Six studio hours per week.

ART 242. Beginning Painting (3) Prerequisites: ART 101 or ART 111 or ART 112. Fundamentals of painting, investigating the medium of acrylics with emphasis on perceptual and conceptual processes. Six studio hours each week.

ART 251, 252. Beginning Sculpture (3, 3) Prerequisite: ART 102 or consent of instructor. Introduction of specific problems of sculpture; form, structure, and space. Formal focus on fabri-

cation with brief introduction to transference (casting). One lecture and five studio hours each week.

ART 260. Introduction to Graphic Design (3) Prerequisite: ART 101 or permission of instructor. Basic principles of graphic design and communication. Projects focus on the graphic expression of form through two-dimensional composition to communicate information, concepts, and emotions, and combine development of computer software skills with off-line creative processes and production methods.

ART 280. Introduction to Photography (3) Prerequisite: ART 101 or permission of instructor. Basic darkroom processes for developing and printing black and white photography. Introduction to aesthetics of fine art photography, including pictorial design and development of a personal imagery.

ART 311. Intermediate Life Drawing (3) Prerequisite: ART 211, 212 or permission of instructor. Drawing from the model: structure, composition, and development of personal expression. Six studio hours per week.

ART 312. Intermediate Life Drawing (3) Prerequisite: ART 211, 212, or permission of instructor. Drawing from the model: structure, anatomy, and development of personal expression. Six studio hours per week.

ART 314. The Art of Pastel (3) Prerequisite: ART 211 or ART 242. Historical survey and technical exploration of the soft pastel medium. Aesthetic issues; pigment properties; application and preservation methods. Two lecture and two studio hours each week.

ART 320. (CSC 320) (FST 320) Computer Animation (3) Prerequisite: ART 220 (CSC 220) (FST 220) or permission of instructor. Basic principles of animation using 3-D computer-generated animation and basic processes for animating synthetic objects through structured exercises. Principles of designing and producing 3-D computer-generated animation through the creation of advanced motion studies. Projects focus on developing higher-level skills in model building, animation and color and lighting.

ART 321, 322. Intermediate Ceramics (3, 3) Prerequisite: ART 221 or consent of instructor. Focus on use of potter's wheel. Ceramic art history, technical issues (glaze application, continued study of firing practice) and introduction to critical writings in discipline. One lecture and five studio hours each week.

ART 333. Intermediate Intaglio and Relief (3) Prerequisite: ART 233. Further exploration of relief and intaglio processes. Color reduction woodcut, wood engraving, large-scale monotype, copper engraving, mezzotint, and multi-plate color intaglio. Six studio hours per week.

ART 335. Intermediate Serigraphy (3) Prerequisite: ART 235. Further exploration of screen-printing processes. Photo-serigraphy, photomontage, and large-scale prints. Six studio hours per week.

ART 337. Intermediate Lithography (3) Prerequisite: ART 237. Further exploration of hand lithographic processes. Multi-stone color, aluminum plate, acid tint, and copier toner. Six studio hours per week.

ART 339. Computer-Enhanced Printmaking (3) Prerequisite: ART 233 or ART 235 or ART 237. Use of image-manipulation software to enhance traditional printmaking processes. Posterization; photomontage; photo polymer intaglio and relief. Two lecture and two studio hours each week.

ART 341, 342. Intermediate Painting (3,3) Prerequisite: ART 242 or consent of instructor. Further investigation of materials and visual concepts, with attention to expanding the fundamentals of painting. Six studio hours each week.

ART 343. Figure Painting (3) Prerequisite: ART 211, 242, or consent of instructor. Oil and acrylic painting from the model. Investigates representational and abstract interpretations of the figure. Emphasizes spatial strategies, color, and paint application techniques. Six studio hours each week.

ART 351, 352. Intermediate Sculpture (3, 3) Prerequisite: ART 251, 252, or consent of instructor. Further investigation into specifics of sculpture. Metal fabrication utilizing mechanical joints. Primary focus on mold-making and casting metals: aluminum, bronze, iron. One lecture and five studio hours each week.

ART 360. Intermediate Graphic Design (3) Prerequisite: ART 260 or permission of instructor. Further investigation into graphic design creative processes and study of graphic communication through lectures, projects, and readings. Continuing development of software proficiency, critical and analytical skills. Emphasis on both practical and speculative approaches to design problems and their synthesis into formal solutions.

ART 411. Advanced Life Drawing (3) Prerequisite: ART 311, 312 or permission of instructor. Drawing from the model: drawing as a finished product, exploration of drawing techniques. Six studio hours per week.

ART 412. Advanced Drawing (3) Prerequisite: ART 411 or permission of instructor. Drawing as finished product, exploration of drawing techniques. Six studio hours per week.

ART 413. Conceptual Drawing (3) Prerequisite: ART 211 or consent of instructor. Drawing as an idea-based aesthetic. Explores a variety of nontraditional media, and emphasizes development of personal approaches to contemporary drawing modes. Two lecture and two studio hours each week.

ART 421, 422. Advanced Ceramics (3, 3) Prerequisite: ART 321 or 322, or consent of instructor. In-depth investigation of form chosen by student. Study of glaze technology, firing practice and clay-body composition. Student must fill and fire their own kiln. One lecture and five studio hours each week.

ART 433. Advanced Intaglio and Relief (3) Prerequisite: ART 333. Advanced exploration of relief and intaglio processes and issues. Vitreography, photo-etching, large-scale prints, image cycles. Six studio hours per week.

ART 435. Advanced Serigraphy (3) Prerequisite: ART 335. Advanced exploration of screen-printing processes and issues. Monoprints, mixed media, three-dimensional prints, large-scale prints, and image cycles. Six studio hours per week.

ART 437. Advanced Lithography (3) Prerequisite: ART 337. Advanced exploration of lithographic processes and issues. Waterless lithography, Xerox transfer, mixed-media prints, monoprints, large-scale aluminum plate prints, and image cycles. Six studio hours per week.

ART 441, 442. Advanced Painting (3, 3) Prerequisite: ART 342 or consent of instructor. Elaboration of conceptual, perceptual, and expressive painting modes with emphasis on individual development. Six studio hours each week.

ART 451, 452. Advanced Sculpture (3, 3) Prerequisite: ART 351 or 352, or consent of instructor. Hot fabrication techniques; SMAW and oxy-acetylene welding. Introduction to forging. Cast iron sculpture utilized for other processes. One lecture and five studio hours each week.

ART 475. Art as a Career (3) Prerequisite: Junior or senior standing. Preparation for graduate school, business practices, portfolio presentation, grant applications, publicity, and professional studio practice.

ART 476. Senior Exhibit (1) Prerequisite: Senior standing; must be completed in the semester of graduation. Topics include generating a coherent body of work; presentation solutions (matting, framing, pedestals, labels); writing an artist's statement; curatorial decisions; installation.

ART 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, junior or senior standing, and consent of instructor, department chair and dean. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue.

ART 495. Seminar In Art (1-3) Prerequisite: Junior standing. Consideration of special subjects not covered in detail in regular course offerings. More than one topic may be taken for credit.

ART 498. Internship in Art (3 or 6) Prerequisite: Junior or senior standing, minimum 3.00 GPA in the major and permission of chair. Academic training and practical field experience through a program of work and study within an agency and/or setting related to the student's principal area of interest. Faculty supervision and evaluation of all study and on-site activity. (A maximum of six credit hours may be applied toward the degree).

ART 499. Honors Work in Art (2-3) Prerequisite: Eligibility for Honors Program, and junior or senior standing. Independent study for honors students.

For 292 and 492; 294 and 494, see explanations on p. 184, 104.

Athletic Training Course Descriptions

(Department of Health and Applied Human Sciences)

ATR 210. Introduction to Athletic Training (3) Introduction to the profession of athletic training. Concepts of prevention and management of injury and illness in the physically active population, epidemiology of injuries/illness common to the physically active population, the history of athletic training as a profession, and introductory medical terminology.

ATR 211. Care and Prevention of Athletic Injuries (3) Prerequisite: Athletic training majors only or consent of instructor. Injury prevention; injury recognition; emergency procedures, general medical conditions and protective equipment. Completion of minimum 150 or maximum 225 clinical hours under the direct supervision of a certified licensed athletic trainer. Two lecture hours and one laboratory hour each week.

ATR 300. Seminar with Allied Health Care Professionals (1) Prerequisite: Athletic training majors only or consent of instructor. Introduce athletic training students to various allied health care professionals from different settings. Must take six total credits over six semesters.

ATR 302. Therapeutic Modalities in Athletic Training (3) Prerequisites: Athletic training majors

only or consent of instructor, ATR 211 and corequisite: ATR 304 and 306. Physiological response to tissue injury and pain, physical and physiological properties of therapeutic modalities, and application of therapeutic modalities as part of the comprehensive plan of care to facilitate the recovery of the injured physically active person. Two lecture hours and one laboratory hour each week.

ATR 303. Therapeutic Rehabilitation in Athletic Training (3) Prerequisites: Athletic training majors only or consent of instructor; ATR 302, 304, 306; and corequisites: ATR 305 and 307. Physiological effects, indications, contraindications and applications of therapeutic exercise in the rehabilitation of injuries and illnesses for the physically active person. Two lecture hours and one laboratory hour each week.

ATR 304. Evaluation of Athletic Injuries I (3) Prerequisites: Athletic training majors only or consent of instructor; ATR 211 and PED 216; and corequisites: ATR 302 and 306. Principles and techniques in the clinical evaluation of injuries and illnesses in the physically active person. Focus on the lower extremity and lumbar spine. Two lecture hours and one laboratory hour each week.

ATR 305. Evaluation of Athletic Injuries II (3) Prerequisites: Athletic training majors only or consent of instructor; ATR 302, 304, 306; and corequisites: ATR 303 and 307. Principles and techniques in the clinical evaluation of injuries and illnesses in the physically active person. Focus on the upper extremity and cervical spine. Two lecture hours and one laboratory hour each week.

ATR 306. Clinical I in Athletic Training (3) Prerequisites: Athletic training majors only and consent of instructor; ATR 211; and corequisites: ATR 302 304. Instruction in clinical proficiencies skills including taping, first aid, and emergency procedures. Completion of minimum 150 or a maximum 250 clinical hours under the direct supervision of an approved clinical instructor/certified licensed athletic trainer.

ATR 307. Clinical II in Athletic Training (3) Prerequisites: Athletic training majors only and consent of instructor; ATR 302, 304, 306; and corequisites: ATR 303 and 305. Instruction in clinical proficiencies skills including modality application; evaluation and management of lower extremity and lumbar spine injuries. Completion of minimum 150 or a maximum 250 clinical hours under the direct supervision of an approved clinical instructor/certified licensed athletic trainer.

ATR 445. Organization and Administration in Athletic Training (3) Prerequisite: Athletic training majors only or by consent of instructor. Study of management strategies for health care facilities and associated venues that provide health care to athletes and others involved in physical activity.

ATR 448. Clinical III in Athletic Training (3) Prerequisites: Athletic training majors only and consent of instructor; ATR 307. Instruction in clinical proficiencies skills including therapeutic rehabilitation; evaluation and management of upper extremity and cervical spine injuries. Completion of minimum 150 or a maximum 250 clinical hours under the direct supervision of an approved clinical instructor/certified licensed athletic trainer.

ATR 449. Clinical IV in Athletic Training (3) Prerequisites: Athletic training majors only and consent of instructor; ATR 448. Capstone class for clinical proficiencies skills including therapeutic modalities; evaluation and management of lower extremity and lumbar spine injuries. Completion of minimum 150 or a maximum 250 clinical hours under the direct supervision of an approved clinical instructor/certified licensed athletic trainer.

ATR 490. Clinical V in Athletic Training (3) Prerequisites: Athletic training majors only and consent of instructor; ATR 449. Capstone class for clinical proficiencies skills including therapeutic rehabilitation; evaluation and management of upper extremity and cervical spine injuries. Completion of minimum 150 or a maximum 250 clinical hours under the direct supervision of an approved clinical instructor/certified licensed athletic trainer.

Biology Course Descriptions

(Department of Biology and Marine Biology)

BIO 105. Concepts of Modern Biology (4) An introduction to the diversity of life and the principles governing living systems, focusing on the role of humans in the natural world. This course employs multi-media instructional materials and is designed for the non-biology major. Three lecture hours and three laboratory/discussion hours each week.

BIO 108. Introduction to Clinical Laboratory Science (1) A survey of Clinical Laboratory Science (Medical Technology) as a career option. Explores the many disciplines encompassed by the profession including microbiology, chemistry, blood banking, and hematology as they apply to the medical diagnostic laboratory, as well as brief considerations of cytotechnology and histotechnology. The course includes a discussion of the nature and scope of necessary skills, opportunities for advancement, certification requirements. One hour and 15 minutes each week.

BIO 150. Humans and Ecology (3) Introduction to the principles of ecology including concepts of succession, biotic communities, biodiversity, limits on population growth and conservation of natural resources. Three lecture hours each week.

BIO 160. Genetics in Human Affairs (3) Discussion of basic principles of genetics (for non-majors or majors) with the ultimate goal of developing an understanding of the relationship of genetics to the society of today and its possible influence on the future of humans. Survey of current knowledge of the inheritance of human traits is included. Three lecture hours each week.

BIO 170. Biology of the Sea (3) Introduction to marine environments, the diversity of marine life, and the role of humans in the utilization of marine resources. Study of local marine habitats, including salt marshes, sandy beaches, tidal flats and rocky shores. Three lecture hours each week.

BIO 180. Plants and the Environment (3) Introduction to the plant kingdom through study of plant diversity, structure, and function as they relate to environmental issues such as global carbon balance, deforestation, agricultural runoff, and the effects of the introduction of genetically engineered plants. Impact of plants on human culture, history, civilization, and economics will be discussed. Three lecture hours each week.

BIO 190. Microbes and Human Society (3) Introduction to the world of the microorganism, focusing on the diversity, structure and function of microbial life, the spread and control of disease-producing organisms, and the impact of these life forms on human culture, history, and civilization. Three lecture hours each week.

BIO 204, 205, 206. Core courses for biology majors.

BIO 204. Principles of Biology: Cells (4) Introduction to principles governing living systems, especially the cellular and molecular basis of life and the transmission and utilization of genetic information. Laboratory exercises reinforce concepts presented in lecture and introduce basic investigative skills and methods of biological inquiry. Three lecture and three laboratory hours each week.

BIO 205. Principles of Biology: Plants (4) Emphasizes ecological and evolutionary principles in a phylogenetic survey of both vascular and non-vascular plant groups. Morphology and physiology of seed plants, stressing principles of adaptation and relationship with biotic and abiotic components of ecosystems. Three lecture and three laboratory hours each week.

BIO 206. Principles of Biology: Animals (4) Evolution, classification and diversity of animals, and structure and functions of major body systems, especially of humans. Three lecture and three laboratory hours each week.

BIO 240-241. Human Anatomy and Physiology (4-4) A comprehensive introduction to the anatomy and physiology of the human organism. Organ systems of the body are discussed individually and as parts of interacting groups, with emphasis on the processes which maintain an internal steady state. Three lecture and three laboratory hours each week.

BIO 246. Microbiology of Human Diseases (4) Prerequisite: BIO 240. An introduction to the biology of microorganisms that affect humans, emphasizing pathogenic and related microorganisms. Covers basic microbiological techniques needed to isolate, identify and control microorganisms. Three lecture and four laboratory hours each week.

BIO 311. Plant Morphology (4) Prerequisite: BIO 205. Morphological survey of algae, fungi, bryophytes, lower vascular plants, and seed plants, with emphasis on life histories, classification, and identification. Three lecture and three laboratory hours each week.

BIO 312. Marine Botany (4) Prerequisite: BIO 205 or equivalent. Introduction to coastal marine plant communities, including how the marine environment affects plant community dynamics. Topic areas include: classification and identification, morphology, physiological ecology, importance to humans, and current topics. Three lecture and three laboratory hours each week.

BIO 313. Marine Phycology (4) Prerequisite: BIO 205. Introduction to the morphology, life histories, and ecology of benthic marine algae with emphasis on special topics such as morphogenesis, ecotypic variation and speciation, phytogeography, or seasonal periodicity of growth and reproduction. Three lecture and three laboratory hours each week.

BIO 314. Mycology (3) Prerequisite: BIO 204. Taxonomy, physiology and morphology of fungi with emphasis on their life strategies and roles in the ecosystem. Also includes an in-depth consideration of human pathogenic fungi. Three lecture hours each week

BIOL 314. Mycology Laboratory (1) Prerequisite or corequisite: BIO 314. Hands-on survey of all major taxa of the fungal kingdom and its protistan allies via macroscopic and microscopic observations as well as field trips. Emphasis on the role of fungi in the environment. Three laboratory hours each week.

BIO 315. Comparative Vertebrate Anatomy (4) Prerequisite: BIO 206. Comparative morphology and phylogenetic interrelationships of vertebrate animals; representative organisms dissected in laboratory. Three lecture and three laboratory hours each week.

BIO 316. Vertebrate Embryology (4) Prerequisite: BIO 206. Fundamental principles of embryonic development of vertebrate animals; frog, chick, and pig emphasized. Three lecture and three laboratory hours each week.

BIO 318. Invertebrate Zoology (4) Prerequisite: BIO 206. Survey of invertebrate animals with emphasis on the structure, function, phylogeny, ecology, and life histories of marine taxa. Three lecture and three laboratory hours each week.

BIO 320. Immunology (3) Prerequisite: BIO 204. An introduction to the basic principles of immunology, including the normal immune response and consequences of immune dysfunction. Includes autoimmunity, immunodeficiencies including AIDS, and hypersensitivities. Three lecture hours each week.

BIO 325. Molecular Biology of the Cell (3) Prerequisite: BIO 204 and CHM 211. Chemical and physical properties of cells, with emphasis on molecular biology and experimental biological systems used to elucidate cellular function. Three lecture hours each week.

BIOL 325. Molecular Biology of Cell Laboratory (1) Prerequisite or corequisite: BIO 325. Experiments demonstrating basic phenomena underlying cellular function. Three laboratory hours each week.

BIO 335. Genetics (3) Prerequisite: BIO 204. Principles of Mendelian heredity, linkage, mutation, population genetics, and gene action. Three lecture hours each week.

BIOL 335. Genetics Laboratory (1) Prerequisite or corequisite: BIO 335. Demonstration of basic heredity principles through study of *Drosophila* and other genetic systems. Three laboratory hours each week.

BIO 340. Plant Physiology (4) Prerequisite: BIO 204 and CHM 102. Study of plant function at the molecular, cellular, and organismic levels, with emphasis placed on unique aspects of vascular plants. Topics include water relations, solute transport, photosynthesis, nitrogen metabolism, plant hormones, photo control of development, and stress physiology. Three lecture and three laboratory hours each week.

BIO 345. Animal Physiology (3) Prerequisite: BIO 204 and CHM 102. Comparative study of physiological processes in different organisms approached through study of tissues, organs, and systems. Three lecture hours each week.

BIOL 345. Animal Physiology Laboratory (1) Prerequisite or corequisite: BIO 345. Introduction to the equipment and techniques for computer-based acquisition of physiological data. Experience in data analysis and presentation, and in computer simulations of physiological experiments is also included. Three laboratory hours each week.

BIO 356. Vertebrate Natural History (4) Prerequisite: BIO 206. Identification, classification, and life histories of common vertebrate animals of eastern North Carolina with emphasis on fieldwork. Two lecture and four laboratory hours each week.

BIO 357. Ichthyology (3) Prerequisite: BIO 206. Survey of systematics, evolution, ecology, and natural history of living fishes, with emphasis on southeastern United States. Three lecture hours each week.

BIOL 357. Ichthyology Laboratory (1) Prerequisite or corequisite: BIO 357. Demonstration of basic anatomy, taxonomy, and natural history of local species in laboratory and field environments. Three laboratory hours each week.

BIO 358. Marine Mammals (3) Prerequisite: BIO 206. Study of pinnipeds, cetaceans, and sirenians, emphasizing their evolution and taxonomic relationships, anatomical and physiological adaptations, ecologic and economic importance, and natural history. Three lecture hours each week.

BIO 362. Marine Biology (4) Prerequisite: BIO 205 and 206. The coastal and oceanic biota and their relationship to the marine environment. Three lecture and four laboratory hours each week.

BIO 364. Ecology of North America (3) Prerequisite: Junior status. Overview of the biomes and principal biotic communities of North America, including the conservation issues peculiar to each. Three lecture hours each week.

BIO 366. Ecology (3) Prerequisite: BIO 205 and 206. An introduction to basic ecological principles as they pertain to individual organisms, populations, communities and systems. Three lecture hours each week.

BIOL 366. Ecology Laboratory (1) Prerequisite or corequisite: BIO 366. Introduction to ecological sampling techniques and data analysis. Experience in field sampling, laboratory and computer modeling of sampling approaches, and scientific writing is also included. Three laboratory hours each week.

BIO 368. Behavioral Ecology (3) Prerequisite: BIO 206. Evolutionary approach focusing on both proximate and ultimate causes of behavior. Feeding and antipredatory behavior, habitat selection, territoriality, reproductive behavior, mating systems, parental care, animal communication, and the evolution of social behavior. Emphasis on birds and mammals. Three lecture hours each week.

BIO 371. Human Fungal Diseases (1) Prerequisite: BIO 204. An in-depth consideration of human mycotic diseases for medical technology, nursing and premedical students. Emphasis on etiology, predisposing conditions, clinical diagnosis, immunology, serology and therapy of most presently recognized human mycoses. Not open to students who have earned credit for BIO 314. One lecture hour each week.

BIO 380. Mariculture (3) Prerequisite: BIO 335 and BIOL 335 or BIO 362 or 366 and BIOL 366. Overview of basic principles of fish and shellfish production. Focus on the basic features of culture systems, biology of major culture species and legal and economic aspects of mariculture. Specific culture techniques for a variety of marine species, with special emphasis on the southeast US coast. Three lecture hours each week.

BIO 415. Vertebrate Histology (4) Prerequisite: BIO 206. An introduction to the cytology and morphology of vertebrate cells and tissues, including examination of the four major histological tissues: epithelium, connective tissue, muscle, and nerve. Other topics include the techniques and instrumentation of light microscopy and selected methods of sectioning, fixation, and staining of tissues. Three lecture and three laboratory hours each week.

BIO 425. Microbiology (4) Prerequisite: BIO 204 and junior status. Study of nonpathogenic and pathogenic microorganisms with emphasis on the biology of viruses and bacteria. Laboratory sessions include techniques required to identify, culture and stain selected microorganisms. Three lecture and four laboratory hours each week.

BIO 430. (ANT 430) Evolutionary Biology (3) Prerequisite: BIO 335. Study of biological change over time through pathways of descent and through adaptation, including how biological diversity, from molecular through organismal levels, originates and is maintained. Focus on modern evolutionary analysis and applications in medicine, agriculture, and conservation. Three lecture hours each week.

BIO 434. Coastal Marine Ecology (3) Prerequisite: BIO 366. An in-depth study of the major processes controlling populations and structuring coastal marine communities. Emphasis is on the review and discussion of important historical and recent scientific papers. Three hours each week.

BIO 452. Mammalogy (4) Prerequisite: BIO 206. Study of mammals, emphasizing their evolution, taxonomic relationships, structural and physiological adaption, and life histories. Three lecture and three laboratory hours each week.

BIO 455. Field Methods in Marine Mammalogy (3) Prerequisite: BIO 206 and consent of instructor. Research experience in field and laboratory techniques pertaining to marine mammal ecology, behavior, and communication. Two lecture and three laboratory/field hours each week.

BIO 456. Ornithology (4) Prerequisite: BIO 206. Introduction to avian biology with an emphasis on the evolution, classification, physiology, ecology, natural history, and conservation of birds. Laboratory focuses on avian anatomy as well as field identification of North Carolina birds with field trips to local areas. Class also includes a four-day field trip over fall break. Three lecture and three laboratory hours each week.

BIO 458. Fisheries Biology (4) Prerequisite or corequisite: BIO 357, STT 215, or consent of instructor. Examination of the factors that control the population metrics such as age, growth, mortality, and abundance, population model construction using spreadsheets, and fishery management strategies. Three lecture and three laboratory hours each week.

BIO 459. Endocrinology (3) Prerequisites: BIO 206 and CHM 212. A survey of the biochemistry, physiology and anatomy of the endocrine system of vertebrates and selected invertebrates. Steroid, peptide, and terpenoid hormones which control reproduction, growth and other parameters will be discussed. Three lecture hours each week.

BIO 460. Limnology (3) Prerequisite: BIO 204 and CHM 102 and junior status. Corequisite: BIOL 460. Examines the physical, chemical, and biological characteristics of freshwater systems, particularly lakes and ponds. Three lecture hours each week.

BIOL 460. Limnology Laboratory (1) Prerequisite: BIO 204 and CHM 102 and junior status; Corequisite: BIO 460. Field and laboratory investigations of limnological problems with an emphasis on water quality. Three laboratory hours each week.

BIO 462. Deep Sea Biology (3) Prerequisite: BIO 362. Study of deep-sea biosphere, with emphasis on the biology of abyssal zones off the North Carolina coast and hydrothermal vent ecosystems. Topics include unique benthic and pelagic animals in deep-sea environments and their physiological adaptations to hydrostatic pressure and low temperature, nutritional dynamics, reproductive strategies, energy flow, and speciation in abyssal and ultra abyssal zones. Three lecture hours each week.

BIO 465. Biochemistry (3) Prerequisite: BIO 204 and CHM 211 and junior status. Chemical properties and metabolism of amino acids, proteins, carbohydrates, lipids, and nucleic acids; enzymes kinetics; bioenergetics regulatory mechanisms. Three lecture hours each week.

BIOL 465. Biochemistry Laboratory (1) Prerequisite or corequisite: BIO 465. Experiments demonstrating basic phenomena and techniques of biochemistry. Three laboratory hours each week.

BIO 466. Conservation Biology (3) Prerequisite: BIO 335, 366, and an additional 17 hours in biology. Island biogeography, threats to biodiversity; population ecology and genetics and other concepts associated with the preservation of species and ecosystems. Three lecture hours each week.

BIO 471. Phytoplankton (4) Prerequisite: BIO 205, junior status or consent of instructor. Introduction to the biology of freshwater and marine microalgae. Focus on morphology, life histories, physiology, systematics and ecology. Three lecture and three laboratory hours each week.

BIO 474. Comparative Morphology of Vascular Plants (4) Prerequisite: BIO 205. An in-depth study of the major groups of vascular plants with emphasis on structure, life histories, development, and phylogeny. Three lecture and three laboratory hours each week.

BIO 475. Plant Taxonomy (4) Prerequisite: BIO 205. An introduction to identification, classification, and nomenclature of vascular plants with emphasis on the flora of southeastern North Carolina. Two lecture and four laboratory hours each week.

BIO 478. Global Environmental Problems (3) Prerequisite: BIO 204 or CHM 102 or EVS 195 and junior status. Review and discussion of causes and effects of major environmental problems, with emphasis on ecosystem-level effects and interactions. Topics include extinction, deforestation, climate change, and pollution impacts. Three lecture hours each week.

BIO 480. Field Studies in Biology (1-6) Prerequisite: BIO 205, 206, and consent of instructor (BIO 366 and credit in advanced zoology or botany recommended). A research/experience-oriented field course offered in selected regional locales. Emphasis is placed on distribution, taxonomy, and ecology of animal and/or plant organisms.

BIO 482. Wildlife Ecology (3) Prerequisite: six hours of upper level biology courses. Principles of wildlife ecology and management, including population dynamics, diseases, techniques, behavior, habitat manipulations, policy and administration, and contemporary issues such as antihunting. Assigned field problems. Three lecture hours each week.

BIO 483. Biology of Crustaceans (3) Prerequisites: BIO 206 and BIO 366. A survey of the crustaceans to include: anatomy, taxonomy, physiology, behavior, and diversity. Lectures will focus on basic crustacean biology for both economically important species and those animals frequently used in biological research. Three lecture hours each week.

BIOL 483. Biology of Crustaceans Laboratory (1) Corequisite: BIO 483. Demonstration of basic internal and external anatomy, taxonomy, and natural history. Modern methods for measurement of molt cycle and reproduction. Field trips to local environments. Three laboratory hours each week.

BIO 484. Methods in Biological Research (1) Introduction to experimental design, data acquisition, statistical analysis, and preparation of manuscripts and presentations. Emphasis on multidisciplinary approaches to hypothesis testing. Participation in a collaborative research project.

BIO 485. Special Topics in Advanced Biology (1-6) Explains selected topics not considered in detail in regular course offerings. More than one topic may be taken for credit.

BIO 486. Advanced Topics in Mariculture (3) Prerequisite: BIO 380. Advanced mariculture topics not considered in detail in other courses. More than one topic may be taken for credit. Three lecture hours each week.

BIO 487. (GLY 458) (GLY 558) Introduction to Coastal Management (4) Prerequisites: Junior standing or consent of instructors. Interdisciplinary study of human impact on coastal environments and organisms. Physical and biotic settings of worldwide coastal regions, principles of coastal management, current topics in coastal management, and analysis of potential solutions to coastal problems. Three lectures and three laboratory hours each week.

BIO 488. (EVS 488) (EVS 588) Forensic Environmental Science (3) Prerequisite: CHM 102 or equivalent and junior status. Presentation and practice of the techniques for applying scientific methods, investigative procedures, legal standards of evidence, and case preparation techniques to investigation of environmental problems. Three lecture hours each week.

BIO 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, junior or senior standing, and consent of instructor, department chair and dean. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue.

BIO 495. Seminar (1-3) Prerequisite: Junior or senior standing and consent of instructor. Individual reports and group discussions of the results of student field, laboratory and/or library research on selected topics in biology. May be repeated for a maximum of three semester hours.

BIO 498. Internship in Biological Sciences (3-12) Prerequisites: Junior or senior majors within the Department of Biological Sciences, minimum overall average of 2.00 and consent of instructor. Practical field experience and training through a program of work and study within a business or agency. Students are supervised and evaluated jointly by a biology faculty member and an on-site supervisor. (Only three semester hours may count toward biology degree requirement.)

BIO 499. Honors Work in Biology (2-3) Prerequisite: Second semester junior or senior standing. Independent study for honor students.

For 292 and 492; 294 and 494 see explanations, on p. 184, 104.

Business Law Course Descriptions

(Department of Accountancy and Business Law)

BLA 261. Law and Society (3) Prerequisite: For nonbusiness majors only. Study of the American Legal System and how the legal system affects the rights and activities of individuals. Examines and distinguishes the civil law system and the criminal law system. Topics also include Tort Law, Contract Law, Property Law, Constitutional Law, Antitrust law, Copyright Law, and International Law.

BLA 304(FST 304) Legal Issues in Film and Entertainment Law (3) Prerequisite: Junior or senior standing. A study of the legal issues impacting the film and entertainment industry including the legal aspects of business organization, contracts, torts, agency, employment law, environmental regulation, and intellectual property rights.

BLA 361. Legal Environment of Business (3) Prerequisite: Junior or senior standing. Study of the organization and role of business enterprises in society and their relationships in government. Examines how the legal environment is influenced by changing social and ethical values. Topics include agency, antitrust, forms of business organization, environmental regulation, equal opportunity, labor law, product liability, and property rights.

BLA 362. (EVS 362) Environmental Law (3) Prerequisite: Junior or senior standing. An examination of the purposes, methodology, and impacts of the environmental regulatory process, ranging from the traditional common law remedies to novel approaches such as the pollution rights markets. Students will gain a fundamental understanding of the context of environmental law.

BLA 363. Cyber Law (3) Prerequisite: BLA 361. A study of how the legal system impacts e-commerce. Examines how Trademark Law, Copyright Law and Patent Law impact e-commerce activities. Other topics include on-line contracting issues, taxation of e-commerce transactions on a statewide, national, and international basis, privacy concerns, obscenity, defamation, information security, computer criminal activities, as well as global e-commerce issues.

BLA 461. Commercial Law (3) Prerequisite: Junior or senior standing. Study of the commercial legal environment in which business enterprises operate. Examines the law of contracts, sales and warranties, security interests, commercial paper, and debtor and creditor rights.

BLA 491. Directed Individual Study (1-6) Prerequisite: Junior or senior standing and consent of the department chairperson.

BLA 495. Seminar in Business Law (1-3) Prerequisite: Junior or senior standing and consent of the department chairperson. This course may be repeated under a different subtitle.

BLA 498. Internship in Business Law (1-6) Prerequisites: Junior or senior standing and consent of the department chairperson. The chairperson may consider grade point average and individual course grades as they pertain to the internship being considered.

BLA 499. Honors Work in Business Law (2-3) Prerequisite: Senior standing. Independent work for honors students.

Business Course Descriptions

(Cameron School of Business)

BUS 105. Introduction to Business (1) A survey course designed to introduce students to the functional areas and disciplines of business. Guest lecturers will be drawn from the Cameron Executive Network, regional business community, and other sources. Topics to be included are ethics, management, marketing, finance, economics, accounting, information systems, human resources, international business, production and operations management, and entrepreneurship. Writing and building a resume and preparing for the job interview are also covered in this course.

BUS 204. The Business of Film (3) Introduction to business aspects of the motion picture industry. The course examines the life cycle of a film product, from the development stages through distribution and marketing stages. Emphasis is on business strategies and decisions regarding creative development, financing, legal issues, budgeting, scheduling, marketing, exhibition, and other business elements of filmmaking.

BUS 491. Directed Individual Study (1-6) Prerequisite: Junior or senior standing and consent of the department chairperson.

BUS 495. Seminar in Business (1-3) Prerequisites: Junior or senior standing and consent of the department chairperson. This course may be repeated under a different subtitle.

BUS 498. Internship in Business (1-6) Prerequisites: Junior or senior standing and consent of department chairperson. The chairperson may consider grade point average and individual course grades as they pertain to the internship being considered.

BUS 499. Honors Work in Business (2-3) Prerequisite: Senior standing. Independent work for honors students.

Chemistry Course Descriptions

(Department of Chemistry and Biochemistry)

CHM 101. General Chemistry (4) Overview of the fundamental laws, principles and theories of chemistry; introduction to the techniques and equipment used in the chemical laboratory; interpretation of experimental results.

CHM 102. General Chemistry (4) Prerequisite: CHM 101. In depth study of the fundamental laws, principles and theories of chemistry. Introduction to techniques and equipment used in the chemical laboratory. Interpretation of experimental results.

CHM 105. Basic Concepts of Chemistry (3) Terminal, relatively non-mathematical course for the non-science major. Topics include atomic and molecular structure as a basis for a general understanding of chemical reactions, reaction dynamics, environmental problems, energy resources, food additives, and nuclear power. Three lecture hours each week. May not be taken for credit after earning credit for CHM 102.

CHM 211-212. Organic Chemistry (3-3) Prerequisite: CHM 102 and CHML 102. Introduction to the chemistry of carbon compounds, including structural theory, synthesis, and reaction mechanisms. Normally taken concurrently with CHML 211-212.

CHML 211-212. Organic Chemistry Laboratory (1,1) Prerequisite or corequisite: CHM 211-212. Three laboratory hours each week.

CHM 235. Quantitative Analysis (2) Prerequisite: CHM 101 and CHM 102. Date analysis and statistical methods; chemical equilibrium and analytical applications; volumetric analysis and spectrophotometry; acid-base chemistry; activities and other topics as time permits. Normally taken concurrently with CHML 235.

CHML 235. Quantitative Analysis Laboratory (2) Prerequisite or corequisite: CHM 235. Four laboratory hours each week.

CHM 250. Introduction to Chemical Research (1) Introduction to chemical investigation including experimental design, data analysis, the chemical literature, and communicating scientific findings. One hour each week.

CHM 291. Introductory Research (1-3) Prerequisite: Freshman or sophomore standing, and consent of instructor and department chair. Laboratory and computational research under faculty supervision beyond what is offered in existing courses. May be repeated up to a limit of 3 credit hours.

CHM 312. Advanced Techniques of Organic Chemistry (2) Prerequisite: CHM 212. Theory and practice of chromatographic methods of separation and spectroscopic methods of identification. Normally taken concurrently with CHML 312.

CHML 312. Advanced Techniques of Organic Chemistry Laboratory (2) Prerequisite or corequisite: CHM 312. Four laboratory hours each week.

CHM 321. Fundamentals of Physical Chemistry (4) Prerequisite: CHM 102, PHY 201, and MAT 161. An overview of topics in physical chemistry stressing fundamental concepts in thermodynamics and kinetics.

CHML 321. Physical Chemistry Laboratory (1) Prerequisite or corequisite: CHM 321. Three laboratory hours each week.

CHM 365. Biochemistry I (3) Prerequisite: BIO 110, CHM 212 and CHM 321. The structures of macromolecules, amino acids and vitamins, and the chemical principles governing their actions. Solution properties of macromolecules, enzyme kinetics and mechanisms, and metabolic regulation, emphasizing organic/physical chemistry. Basics of nucleic acids and biological transfer information.

CHM 377. Environmental Chemistry (3) Prerequisite: CHM 102. Introduction to the chemistry of air, soil, and natural waters. Processes of environmental degradation, cleanup, and pollution prevention. Selected current topics.

CHML 377. Environmental Chemistry Laboratory (1) Corequisite: CHM 377. Laboratory analysis of environmental samples, including applications of standard EPA methods. Three laboratory hours each week.

CHM 380. Forensic Chemistry (4) Prerequisite: CHM 211, CHML 211, CHM 235, CHML 235. Theory and applications of trace organics and metals analyses, fiber and polymer analyses, toxicology, serology, drug and DNA chemistry, fingerprinting techniques and chain of custody procedures. Three lecture and three laboratory hours per week.

CHM 415. Physical Organic Chemistry (3) Prerequisite: CHM 212. Prerequisite or Corequisite: CHM 321 or permission of instructor. Theoretical and physical organic chemistry, including chemical bonding, stereochemistry and conformational analysis with applications to selected reaction mechanisms.

CHM 417. (517) Medicinal Chemistry (3) Prerequisite: CHM 212. Systematic study of the chemistry and biological activity of hormones, vitamins, drugs affecting the nervous system, and other miscellaneous agents. Prior successful completion CHM 365 or CHM 415 is recommended.

CHM 420. Quantum Mechanics (3) Prerequisite: CHM 321. The study of quantum mechanics, including the quantum mechanical description of chemical bonding, molecular orbital theory, and the quantum mechanical basis of microwave, IR and UV spectroscopies.

CHML 420. Physical Chemistry Laboratory II (1) Prerequisite or corequisite: CHM 420. Three laboratory hours each week.

CHM 425. (525) Computational Chemistry (3) Prerequisite: CHM 321. Theory and practice of computational chemistry; including molecular mechanics, semi-empirical and ab initio molecular orbital theory, density functional theory, and molecular dynamics. Two lecture and two computer lab hours each week.

CHM 435. Analytical Chemistry (4) Prerequisite: CHM 235, CHM 312, CHM 321, CHML 235 and CHML 321. Theory and experimental applications of modern analytical instrumentation and techniques. Includes a laboratory that will meet for four hours each week.

CHM 445. Inorganic Chemistry (3) Prerequisite: CHM 321. Study of periodic relationships: crystal lattice theory; transition metals and ions; crystal field theory; organometallic structures and reactions; and reaction mechanisms.

CHML 445. Inorganic Synthesis (1) Prerequisite or corequisite: CHM 445. Synthesis and techniques in inorganic chemistry. Normally taken concurrently with CHM 445. Three laboratory hours each week.

CHM 466. (566) Biochemistry II (3) Prerequisite: CHM 365. Bio energetics, structure and function of biomembranes, biosynthesis, and degradation of fatty acids, amino acids, and nucleotides, integration of metabolism, signal transduction, and the action of hormones. Structure and enzymology of DNA and RNA, genetic information, protein biosynthesis, and gene regulation.

CHM 467. (567) Biochemical Techniques and Instrumentation (2) Prerequisite: CHM 365. Theory and practice of advanced biochemical techniques. Topics may include protein assays, protein purification, electrophoresis, enzyme kinetics, HPLC of proteins, buffers and pH, DNA isolation, and molecular visualization and modeling. Four hours each week.

CHM 475. Introduction to Chemical Oceanography (3) Prerequisite: CHM 235 and CHML 235 or permission of instructor. Introduction to marine chemistry, including discussion of sources, distribution, forms of occurrence of chemical species in seawater; biological productivity; organic carbon; air-sea interactions; carbon dioxide system; sediments; estuarine chemistry; other relevant optics as time permits.

CHM 478. (578) Marine Ecotoxicology (3) Prerequisite: CHM 212. Topics in marine ecotoxicology, assessing the impact of anthropogenic substances on the marine environment. Performance of hazard risk assessments on regional aquatic ecosystems. Courses include two lectures and one three-hour laboratory per week.

CHM 485. (585) Industrial and Polymer Chemistry (3) Prerequisites: CHM 321 and CHM 211-212. Properties, synthesis, and reactions of major industrial chemicals; synthetic plastics; soaps and detergents; petrochemicals; paints and pigments; dyes; pharmaceutical and nuclear industries; mechanism of polymerization; copolymerization; physical and chemical properties of polymers; polymer characterization; advances in polymer technology.

CHM 490. (590) Special Topics in Chemistry (1-3) Prerequisite: Junior or senior standing and consent of instructor. Selected topics in chemistry that are beyond the scope of regular course offerings. May be repeated once under a different subtitle.

CHM 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, junior or senior standing, and consent of instructor, department chair and dean. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue.

CHM 495. Senior Seminar (1) Prerequisite: 25 semester hours of chemistry courses. Discussion of selected topics. One hour each week.

CHM 498. Internship in Chemistry (3-12) Prerequisite: CHM 212, CHML 212, CHM 235 and CHML 235; junior or senior standing in chemistry; consent of instructor; and GPA of at least 2.80 in chemistry. Practical field experience and academic training related to the student's principal area of interest through a program of work and study within a business or agency. Student is supervised and evaluated jointly by a chemistry faculty member and an on-site supervisor. (Only three hours may count toward a major in chemistry.)

CHM 499. Honors work in Chemistry (2-3) Prerequisite: Second semester junior or senior standing. Independent study for honors students.

For 292 and 492; 294 and 494, see explanations on p. 184, 104.

Classical Studies Course Descriptions

(Department of Foreign Languages and Literatures)

CLA 209. (ENG 209) Classical Literature in Translation: Topics (3) Prerequisite: ENG 201. Major authors of ancient Greece and Rome. Emphasis on ancient literature in its social context and on classical themes in later literatures. May be repeated under a different subtitle.

CLA 210. (ENG 210) Mythology (3) Prerequisite: ENG 201. The major mythological systems of Western society Greek, Roman and Norse. Mythology of other parts of the world and related material are also considered.

CLA 330. Women in Ancient Greece and Rome (3) Prerequisite: Sophomore standing. Women in ancient Greece and Rome through documentary, artistic and literary sources. Women's economy and community, medical issues, slavery, religion, construction of gender roles, and images of heroines in literature and the arts.

CLA 345. Topics in Mythology (3) Prerequisite: Six hours of literature at the 200 level or above, or consent of instructor. The study of a selected theme in world mythologies. Content varies from semester to semester. May be repeated once under a different subtitle.

CLA 491. Directed Individual Study (1-3): Prerequisite: Overall GPA of at least 2.00, junior or senior standing, and consent of instructor, department chair, and dean. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult Directed Individual Studies section in this catalogue.

Clinical Research Course Descriptions

(School of Nursing)

CLR 301. Basics of Clinical Research (3) Definition and purpose of clinical research. Description of various research environments, research approaches, and selected computer applications in research. Evolutionary trends in the medical, pharmaceutical, biologic, and device industry. Description of how clinical research is utilized to evaluate new products (drugs, devices, diagnostics, biological) and protocols. Confidentiality and privacy issues. Overview of the impact of politics and advocacy on research priorities.

CLR 305. Clinical Research Seminar (2) In-depth investigation and comparison of clinical research methodologies, protocols, and dissemination of a chosen topic presented by each student.

CLR 310. Scientific Writing (3) Principles and practice with emphasis on critical thinking, brainstorming, outlining, researching, and writing processes. Writing of such documents as standard operating procedures (SOPs), proposals, short reports, and letters.

CLR 320. Scientific Literature Seminar (3) Dissemination of scientific knowledge in various literary forms with critical analysis of how knowledge is relayed. Discussion, brief written assignments, and a research paper.

CLR 330. Fundamentals of Product Development (3) Broad view of product development. Process of development from early research, discovery, and formulation to include safety and efficacy requirements.

CLR 410. Advanced Scientific Writing (3) Focus on the writing of documents required in contract research and other organizations such as informed consent, protocols, and manuscripts. Criti-

cal thinking regarding documents and application to how organizations function. Discussion, three essays with expansion of one into final project of publishable quality.

CLR 420. Regulatory Affairs (2) In-dept coverage of the requirements for worldwide marketing applications. Examination of the regulatory review process and regulatory agency interactions. Emphasis on late phase of clinical investigations and marketing considerations, including safety reporting.

CLR 430. Managing and Monitoring Clinical Trials (2) Theoretical and practical overview of the principles and practices guiding the clinical trial methodology to include role responsibilities, protocol development and implementation with data collection strategies, monitoring, analysis, and reporting.

CLR 440. Pharmacoeconomics (3) Methods of cost/benefit analysis of new product development via case study format. Exposure to research outcomes and issues in quality of life.

CLR 450. Data Management (3) Role and responsibilities of data management in clinical research from perspective of clinical data coordinator. Topics include organization, collection, review, and tracking of data.

CLRL 450. Data Management Lab (1) Three hours of lab experience each week.

CLR 460. Senior Seminar (2) An overview of the students' clinical research experience including a synopsis of the individual's role and responsibilities. A forum in which findings will be presented to peers and faculty.

CLR 498. Senior Internship (12) A practical experience at one or more clinical research sites. Students and participating organizations are matched to provide a comprehensive clinical research experience.

Communication Studies Course Descriptions

(Department of Communication Studies)

COM 104. Concepts in Communication Studies (3) Introduction to communication concepts central to interpersonal relationships, organizations, mass media and other contexts of communication. Focus on concepts and skills that have a practical impact on the student's understanding and practice of communication. Designed specifically for students not intending to become communication studies majors.

COM 105. Introduction to Communication Studies (3) Overview of the discipline and its current structure; foundational concepts for describing, evaluating and practicing communication; and skills necessary to understand and evaluate research in the discipline. For precommunication studies (PCOM) majors only.

COM 110. Public Speaking (3) Preparation and presentation of public speeches, with emphasis in analysis, reasoning, organization, evidence, and delivery.

COM 116. Performance of Literature (3) Analysis of poetry, prose, and drama through the medium of oral performance; literary selection, dramatic analysis, characterization, and other performance strategies.

COM 200. Research Methods (3) Prerequisite: COM 105, CSC 105. Survey of research methods and how they are used to form arguments and answer questions in communication studies. Methods for secondary research, empirical research, interpretive research and critical research.

COM 210. Performance of Children's Literature (3) Principles of performance and analysis of children's literature, with special emphasis on prose and poetry for younger children. Traditional folk tales, picture books, and contemporary poetry are stressed.

COM 211. Storytelling (3) An introduction to the study and communication of stories and the artistic practice of storytelling; specific attention to personal stories, traditional folk and fairy tales, and North Carolina regional tales.

COM 216. Storytelling in the Community (2) Prerequisite: COM 116 or COM 211, and permission of instructor. Storytelling in real-life contexts with an emphasis on performing for elementary school children; theoretical foundations of performance strategies for participatory storytelling; audience-adaptation storytelling techniques. May be repeated for credit up to eight hours. (A maximum of four hours may be used toward major degree requirements.) Three contact hours per week.

COM 220. Interpersonal Communication (3) An introduction to the theory and practice of communication in face-to-face situations. Focus upon improving everyday interpersonal communication skills through understanding verbal, nonverbal, and relational processes.

COM 221. Small-Group Communication (3) Theory and practice of small-group communication. Emphasis on learning how to work effectively in groups and how to manage group decision-making and problem-solving.

COM 223. Mediation and Conflict Management (3) Introduction to principles of conflict management and alternative dispute resolution with an emphasis on mediation. Focus on several dynamics that affect conflict and its resolution. Analysis of conflict situations.

COM 225. Health Communication (3) Prerequisites: COM 105 or permission of instructor. Overview of communication theory as it applies to health and wellness and the complexities of health communication. Focus on communicating health intrapersonally and interpersonally, communicating health across the life span, political factors of medicine and healing, and using and evaluating health information.

COM 230. Voice and Diction (3) Principles and use of the voice exercises in vocal variety, articulation and pronunciation.

COM 245. Communication with Deaf and Hearing-Impaired Persons (3) Prerequisite: COM 105, 110, or permission of instructor. Survey of communication challenges faced by deaf and hearing-impaired populations. Introduction to sign language.

COM 260. Digital Multimedia (3) Comprehensive introduction to the fundamentals of digital multimedia. Topics include digital multimedia; components needed to develop and view digital multimedia products; elements of digital multimedia such as sound, animation, video, text and graphics.

COM 265. Survey of Mass Communication (3) Examination of mass communication focusing on the development, functions, theoretical foundations, and effects of mass media on individuals, society, and culture.

COM 268. Broadcast Journalism (3) Prerequisite: ENG 201. Principles and basic skills in writing for the broadcast media; includes exercises inside and outside of classroom. Emphasis on broadcast news writing, news coverage, news editing, and news problems and potentials.

COM 275. The Art of Persuasive Speech (3) Power of speech as a tool to influence thought processes of others in both negative and positive ways.

COM 276. Argumentation and Debate (3) Theories, principles and ethical dimensions of argumentation and their application to debates and decision-making. Actual debates to refine communication skills.

COM 280. Television Aesthetics and Techniques (3) Theoretical study of aesthetics, processes and technologies of video production in the broadcast and non-broadcast environments. Topics include television genres and styles, the video industry, project planning and personnel, critical analysis, production theory and techniques, and emerging technologies. Appropriate for non-majors.

COM 290. Rhetoric of Popular Culture (3) Analysis will focus upon an understanding of the various persuasive influences inherent in modern society. Area of emphasis will include analysis of persuasive appeals in advertising, music, art, movies, theatre, social movements, politics, literature, and sports.

COM 295. Seminar in Communication Studies (3) Special topics in communication that are not dealt with in other courses. This course may be repeated under a different subtitle.

COM 297. Leadership Images in Film (3) Explores leadership and leadership theories through film portrayals of leaders in various contexts including social movements, politics, military campaigns, education, and law.

COM 311. (LED 311) Communication and Leadership (3) Prerequisite: EDN 211 or permission of instructor. Theory and practice of leadership. Focuses on issues of cohesiveness, trust, motivation, vision, and goals. Development of conflict management and decision-making goals.

COM 316. Advanced Performance of Literature (3) Prerequisite: COM 116, or THR 230, or permission of instructor. Analysis of literature through advanced performance theory and skills; ways in which the expressive capacities of the performer's body, voice, and imagination are engaged with the aesthetic experience of contemporary literature; emphasis on contemporary performance theory, creative dramatics, character analysis and biography. (A one-person show is required.)

COM 320. Performance of Southern Prose (3) Prerequisite: COM 116 or permission of instructor. Analysis and communication of humorous southern prose through its performance; the ways in which traditions associated with the southern culture are reflected in the works of writers such as Ferrol Sams, Clyde Edgerton, Eudora Welty, Florence King, and Flannery O'Connor; emphasis on intensive reading and advanced performance skills.

COM 322. Introduction to Public Relations (3) Theoretical and practical applications of public relations for businesses, non-profit organizations and governmental agencies.

COM 325. Business and Professional Communication (3) Prerequisite: COM 110. Communication skills and tasks that accompany the role of a business or professional person. Topics include written correspondence, communication technologies, and the delivery of presentations common to business and professional environments.

COM 327. Organizational Communication (3) The study of organizations as systems of people engaged in communication processes, both stable and dynamic, aimed at achieving desired results. Topics include organizational analysis skills, diversity and leadership issues, organizational entry and socialization, theoretical applications, and organizational issues relevant to the global and international marketplace.

COM 340. Communication Theory (3) Theoretical perspectives concerning how and why people communicate. Emphasis on a greater understanding of the human communication process.

COM 341. Rhetorical Theory (3) Introduction to the basic classical and contemporary theories of rhetoric from Plato through the present.

COM 342. Diversity in Public Communication (3) Prerequisite: COM 105 or COM 110. Rhetorical practices of groups and individuals from diverse populations including race, ethnicity, gender and disability.

COM 345. Speech Writing (3) Prerequisite: ENG 201 and permission of instructor. The theory and practice of speech writing with special emphasis on writing speeches for others.

COM 350. Politics and Film (3) Prerequisite: COM 105 or COM 110. Explores how the medium of film uses narrative devices such as stock plots, characters and situations to communicate political ideas and shape audience perceptions of reality. Topics include: The Great Depression, World War II, the Cold War, Civil Rights, Viet Nam and the Clinton years.

COM 355. Great Speeches (3) Prerequisite: COM 105, COM 110 and COM 200. Survey of the development of the art of public speaking through the analysis of significant speeches throughout history.

COM 360. Mass Media Research (3) Prerequisite: COM 265 or permission of instructor. Research techniques of the mass media through application of various methods to broadcast and print media, advertising, and public relations.

COM 365. Communication Law (3) Prerequisite: COM 265 or COM 268. Survey of communication law, including freedom of expression, rights and responsibilities of professional communicators; regulation of the journalism, advertising, broadcasting and public relations industries; intellectual property and pornography.

COM 366. On-Camera Performance (4) Prerequisite: COM 116, 268 or permission of instructor. Theoretical foundations and applied techniques related to on-camera presentation for broadcast journalists, television spokespersons, and camera performers. Includes critiquing the work of industry professionals, composing original journalistic texts, and extemporaneous as well as memorized camera performances.

COM 368. Advanced Broadcast Journalism (3) Prerequisite: COM 268. Broadcast journalism theories and techniques with emphasis on training and practice in long-form/feature reporting. Technical training in the operation of electronic news gathering equipment; refinement of news gathering; news writing; announcing; presentation, and delivery skills; in-depth analysis and discussion of journalistic ethics, theories and cases; and a survey of important issues and cases in broadcast journalism.

COM 375. Communication Ethics (3) Prerequisite: COM 105. Ethical issues in journalism, advertising, public relations, business communication, and interpersonal communication.

COM 380. Field Video Production I (3) Prerequisite or corequisite: COM 280 and permission of instructor. Hands-on field video production experience including project analysis, planning, script writing, recording and editing. Emphasis on mastery of digital camera operation, audio acquisition, lighting, and digital editing. Students complete a variety of short productions working individually and in small teams.

COM 385. Studio Television Production I (4) Prerequisite: COM 280 or equivalent course and permission of instructor. Introduction to multi-camera studio television production in a variety of genres. Focus on acquisition of fundamental directing, studio camera operation, and audio gathering, lighting, producing and directing through the completion of group projects.

COM 390. Intercultural Communication (3) Prerequisite: COM 110 or permission of instructor. Theoretical and practical perspectives on communication effectiveness in dealing with people, groups, or organizations that are culturally different within and across national boundaries.

COM 391. Interracial Communication (3) Content and quality of interracial relationships. Communicative behaviors between Euro- and African-Americans, and contextual dynamics unique to such interactions.

COM 392. Aging and Communication (3) Communicative behavior of the elderly within the contexts of friendship networks, health care systems, the work place and the family. Social forces that influence society's perceptions of the aging communicator.

COM 415. Experimental Theatre (3) Prerequisite: COM 116 or THR 355 or permission of instructor. Study of literature through principles of group performance; emphasis on nonrealistic forms of theatre, including Readers Theatre and Chamber Theatre; selection and adaptation techniques, use of focus, and imaginative direction and staging of nondramatic literature. (Term project in directing is required.)

COM 418. Public Relations Case Studies (3) Prerequisite: COM 322. Discussion and analysis of societal trends, issues, and events in a public relations context.

COM 422. Advanced Public Relations (3) Prerequisite: COM 322. Application of public relations principles and skills to contemporary organizations. Development of public relations programs for on-campus and off-campus non-profit organizations.

COM 423. Negotiation (3) Prerequisite: COM 223. Theoretical and practical perspectives of negotiation. Emphasis on negotiating techniques for use in business and interpersonal relationships, especially on the differences between integrative and distributive bargaining.

COM 427. Advanced Organizational Communication (3) Prerequisite: COM 327 or permission of instructor. In-depth examination of communication practices in organizational settings; analysis of case studies and critical incidents; application of course's themes to training and consulting interventions; development of professional-level skills in oral and written expression; independent field research in local organizations.

COM 428. Communication Training and Development (3) Prerequisite: COM 325 or COM 327 or permission of instructor. Study and practice of designing, implementing and analyzing professional communication workshops. Special emphasis on using interactive technologies or contemporary applications in implementation.

COM 429. Organizational Culture (3) Prerequisite: COM 327. Organizations examined in terms of unique, complex sets of communication patterns distinguishing one organization from another. Basic ethnographic research skills developed and practiced in semester-long projects. Emphasis on an organization's values, material artifacts, oral and mediated communications, rhetoric, (e.g., public relations, advertising), and folklore.

COM 430. Communication Consulting (3) Prerequisite: COM 322 or 325 or 327 or permission of instructor. Principles and techniques for evaluating an organization's communication practices and promoting effective change in those patterns. Emphasis on developing consultant resilience

and resourcefulness. Course topics and assignments address consultant challenges faced in a variety of organizational settings (e.g., business, government, non-profit, etc.) and functions (e.g., public relations, training, sales, etc.)

COM 441. Communication Analysis (3) Prerequisite: COM 341 or permission of instructor. Explores artifacts including public address, film and architecture from a rhetorical perspective. The perspective is informed by contemporary and traditional criticism including Neo-Classical, Burkean, Feminism and Eclectic approaches.

COM 443. Rhetoric of Faith Healing (3) Prerequisite: COM 341, 441 or permission of instructor. Study of the persuasive strategies of religious faith healers. Emphasis on audiences and patterns of argument, organization, style, and delivery.

COM 445. Nonverbal Communication (3) Study of nonverbal behavior as a communication system with emphasis on theory and research. Topics include touch, eye contact, body language, paralanguage, and space.

COM 465. Mass Communication in Society (3) Prerequisite: COM 265. A seminar encompassing the development of mass communications, the obligations of the press, radio and television, the government and the right to know, censorship, invasion of privacy and other effects of mass communications.

COM 467. Advertising in Mass Communication (3) Prerequisite: COM 265 or permission of instructor. Examination of advertising from theoretical and practical perspectives, which take into account its economic and social effects on contemporary society.

COM 480. Field Video Production II (4) Prerequisite: COM 380 and permission of instructor. Application of advanced field video production techniques with emphasis on training and practice in long-term video production projects in a variety of genres. Emphasis on advanced camera techniques, digital editing, producing, script writing, and coordinating projects with clients, agencies or sponsors.

COM 485. Studio Television Production II (4) Prerequisite: COM 385 or equivalent and permission of instructor. Advanced course in studio television production offering students the opportunity to produce programs intended for telecast on UNCW-TV. Student teams develop, plan, and produce professional quality television programs in a variety of genres.

COM 489. Advanced Television Production (4) Prerequisite: COM 480 and COM 485 or equivalent course and permission of instructor. Advanced course combining field and studio television production techniques with the goal of producing unique programs intended for telecast on UNCW-TV. Student teams develop, plan, and produce professional quality television programs in a variety of genres.

COM 490. Discipline Capstone (3) Prerequisite: Senior standing in communication studies. Exploration of education and career aspirations as related to past academic and professional experiences. Assessment of philosophical, theoretical, and applied dimensions related to plans, demonstration of discipline aptitudes, and forging a development plan to hone communication-related talents.

COM 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, junior or senior standing, and permission of instructor, department chair and dean. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue.

COM 495. Advanced Seminar in Communication Studies (3) Prerequisite: COM 110. Advanced special topics in communication that are not dealt with in other courses. This course may be repeated under a different subtitle.

COM 498. Internship in Communication Studies (3 or 6) Prerequisite: Permission of communication studies faculty and junior or senior status and GPA of at least 2.50. A program of work and study conducted within the agency or setting that provides practical experience with observation and applications of theoretical concepts in communication. (A maximum of 3 credit hours may be counted toward major degree requirements. A maximum of 12 credit hours may be counted toward graduation.)

COM 499. Honors Work in Communication Studies (2-3) Prerequisite: Senior standing in communication studies. Independent study for honors students.

For 292 and 492; 294 and 494, see explanations on p. 184, 104.

Criminal Justice Course Descriptions

(Department of Sociology and Criminal Justice)

CRJ 105. Introduction to Criminal Justice (3) Study of criminal law and the criminal justice system in the U.S. Emphasis on structure and function of police, courts and corrections.

CRJ 110. Issues in Criminal Justice (3) Critical issues and contemporary debates in criminal justice.

CRJ 210. Police in Society (3) Prerequisite: CRJ 105. Analysis of role and behavior of police in the U.S. Special attention to social environment and political climate affecting the police.

CRJ 220. Criminal Courts (3) Prerequisite: CRJ 105. Analysis of structure and function of U.S. criminal courts. Examines relationships among the courthouse work-group (police, prosecutor, defense attorney, judge) and the role of witnesses, victims, defendants and jurors.

CRJ 230. Corrections (3) Prerequisite: CRJ 105. Study of societal patterns of punishment, alternatives to incarceration, consequences of imprisonment and correctional strategies of rehabilitation and deterrence.

CRJ 310. White Collar Crime (3) Prerequisite: CRJ 105. Study of crimes of the powerful and the privileged. Topics include: corporate crime; environmental crime; antitrust violations; political bribery; corruption; tax evasion; fraud; embezzlement; conflict of interest.

CRJ 315. Victimology (3) Prerequisite: CRJ 105. Role of victims in crime and criminal justice system. Special focus on sexual battery, battered women and child abuse.

CRJ 350. Juvenile Justice (3) Prerequisite CRJ 105. Study of the American juvenile justice system, including its origins and current developments. Topics include definition of juvenile delinquency, philosophy and procedures of the juvenile justice system, correctional treatment of juveniles, and prevention and intervention strategies.

CRJ 370. Minorities, Crime and Criminal Justice Policy (3) Prerequisite: CRJ 105 plus 3 additional hours in criminal justice. Study of minorities in crime and criminal justice system. Special focus on the role of racism and sexism in theories of crime and in administration of justice.

CRJ 375. Drugs and Crime (3) Prerequisite: CRJ 105 or consent of instructor. Examination of the impact of drug use upon families, communities and the criminal justice system. Special attention given to how drug laws have criminalized vast numbers of people within our society.

CRJ 380. Criminal Law and Procedure (3) Prerequisite: CRJ 105 plus 3 additional hours in criminal justice. Basic concepts of statutory and procedural law. Topics include: definition of crime; elements of major crimes; criminal responsibility; defenses to criminal charges; constitutional and statutory procedures regarding arrest, search and seizure, interrogation and suspect identification. Special focus on North Carolina law.

CRJ 385. Law of Evidence (3) Prerequisite: CRJ 105 plus 6 additional hours in criminal justice. Rules of evidence for both criminal and civil cases, with emphasis on Federal Rules of Evidence and North Carolina code. Topics include relevance, hearsay and witness impeachment.

CRJ 390. Media, Crime, and Justice (3) Prerequisite: CRJ 105. Examination of the relationship between mass media, crime, and criminal justice with special emphasis on how media images affect crime and justice attitudes, ideology, and policy. Includes examination of entertainment and news media in both electronic and print forms.

CRJ 405. Criminal Justice Administration (3) Prerequisite: CRJ 105 plus 6 additional hours in criminal justice. Concentration on management techniques and supervisory roles for various administrative segments of the criminal justice system.

CRJ 410. World Criminal Justice Systems (3) Prerequisite: CRJ 105 plus 6 additional hours in criminal justice. Comparative study of criminal justice systems throughout the world. Attention to historical, structural, political, legal and philosophical similarities and differences. Analysis includes criminal justice systems of England, France, Sweden, Japan and the Soviet Union.

CRJ 415. Research Methods in Criminal Justice (3) Prerequisite: Nine hours of criminal justice and SOC 302. Advanced research methods with application to criminal justice agencies. Special attention to problems and practical solutions in conducting evaluation research in applied settings.

CRJ 420. Collective Violence (3) Prerequisite: Nine hours in criminal justice and SOC 105. Analysis of group violence and its control. Topics include: theory and strategy of mass violence, terrorism, genocide, riots and revolutions, and contemporary forms.

CRJ 450. Criminal Justice Theory (3) Prerequisite: CRJ 105 plus 6 additional hours in criminal justice. Theories of justice and crime control. Covers philosophy and principles of the U.S. system of justice.

CRJ 490. Criminal Justice Practicum (3) Prerequisite: Senior standing in criminal justice. Field placement in various criminal justice agencies. Integrates practical experience with classroom knowledge. Practicum students required to participate in ONE-hour weekly seminar (CRJL 490).

CRJL 490. Criminal Justice Laboratory (1) Corequisite: CRJ 490. Classroom discussion of selected topics related to criminal justice practicum.

CRJ 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, junior or senior standing, and consent of instructor, department chair and dean. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue.

CRJ 495. Topical Seminar (1-3) Prerequisite: Junior or senior standing and consent of instructor. Discussion of selected topics in criminal justice. May be repeated under a different subtitle.

CRJ 499. Honors Work in Criminal Justice (2-3) Prerequisite: Eligibility for honors program and senior standing. Independent work for honors students.

For 292 and 492; 294 and 494, see explanations on p. 184, 104.

Creative Writing Course Descriptions

(Department of Creative Writing)

CRW 201. Introduction to Creative Writing (3) Introduction to the principles and techniques of creative writing aimed at developing the creative process. Includes lectures, reading, and writing exercises in poetry, fiction, and creative nonfiction.

CRW 202. Explorations in the Creative Process (3) Exploration of the creative writing process informed by a variety of allied arts including, but not limited to: music, painting, sculpture, theater, dance and film. Includes lectures, readings, and creative exercises.

CRW 203. Forms of Creative Writing (3) Introduction to the historical development of poetic, narrative, and other forms of creative writing. Analytical and creative assignments develop student understanding of techniques such as metrics, point of view, and structure. May be repeated once under a different subtitle.

CRW 207. Fiction Writing (3) Prerequisite: ENG 101 or 103, or consent of instructor. Instruction in writing fiction, including critical evaluation by instructor and class of students' original works. Students also critique and relate to their own work the fiction of relevant professional authors.

CRW 208. Poetry Writing (3) Prerequisite: ENG 101 or 103, or consent of instructor. Instruction in writing poetry, including critical evaluation by instructor and class of students' original works. Students also critique and relate to their own work the poetry of relevant professional poets.

CRW 209. Creative Nonfiction (3) Prerequisite: ENG 101 or 103, or consent of instructor. Instruction in writing creative nonfiction, including critical evaluation by instructor and class of students' original works. Students also critique and relate to their own work the work of relevant professional authors.

CRW 302. Forms of Creative Nonfiction (3) Prerequisite: ENG 101 or 103 and junior standing, or consent of instructor. Aesthetics and techniques of creative nonfiction and of the history of non-fictional forms such as the memoir and the literary essay, as developed by classic and contemporary writers.

CRW 303. Forms of Poetry (3) Prerequisite: ENG 101 or 103 and junior standing, or consent of instructor. Study of the aesthetics of poetry, poetic technique, and the history of poetic forms such as the ballad, the sonnet, the ode, and free verse, as developed by classic and contemporary writers.

CRW 304. Forms of Dramatic Writing (3) Prerequisite: ENG 101 or 103 and junior standing, or consent of instructor. Study of the aesthetics of dramatic writing, dramatic technique, and the history of dramatic forms such as tragedy, comedy, the screenplay, and the musical, as developed by classic and contemporary writers.

CRW 305. The Creative Process (3) Prerequisite or corequisite: CRW 206, 207, 208, or 209, or consent of instructor. Investigation through reading, lectures, discussions, writing, and exercises of the creative process in general and its particular application to literary art. Readings include studies of the creative process in a variety of other disciplines.

CRW 306. Forms of Fiction (3) Prerequisite: ENG 101 or 103 and junior standing, or consent of instructor. Study of the aesthetics and technique of fiction, and the history of fictional forms such as the epic, the short story, and the novel, as developed by classic and contemporary writers.

CRW 307. Intermediate Fiction Writing (3) Prerequisite: CRW 207, or consent of instructor. Techniques of writing fiction and development of the creative process, including writing exercises, editing, and workshop discussion.

CRW 308. Intermediate Poetry Writing (3) Prerequisite: CRW 208 or consent of instructor. Techniques of writing poetry, and development of the creative process, including writing exercises, editing, and workshop discussion.

CRW 309. Intermediate Creative Nonfiction (3) Prerequisite: CRW 209 or consent of instructor. Techniques of writing creative nonfiction and development of the creative process, including writing exercises, editing, and workshop discussion.

CRW 314. Book Publishing (3) Prerequisite: CRW 207, 208, or 209, or consent of instructor. Strategies and processes of book publishing from manuscript acquisition to book distribution; contracts, legal considerations, agents; budgeting; new media, as well as editing, art, and publicity. Students form imprints, acquire book projects, and formulate marketing plans.

CRW 315. Special Topics in Creative Writing (3) Prerequisite: CRW 207, 208, or 209, or consent of instructor. An intensive study of a particular subject in creative writing. Topics vary from semester to semester and may include the short story; contemporary poets and movements; writing and the visual arts. May be repeated once under a different subtitle.

CRW 316. (THR 316) Playwriting (3) Prerequisite: CRW 207, 208, or 209, or consent of instructor. Analysis of one-act plays and their construction; the writing of an original one-act play required.

CRW 318. (FST 318) Screenwriting I: Introduction to Screenwriting (3) Prerequisite: CRW 207, 208, or 209, or FST 201; permission of the chair of Film Studies. Theory and practice of writing screenplays and/or documentary scripts for television and film with an emphasis on the fundamentals of narrative structure. Students write original scripts, including a short screenplay.

CRW 319. Topics in Publishing and Editing (3) Prerequisite: Permission of instructor. Intensive study of a particular area of publishing and/or editing. Topics may include techniques of periodical and book editing, production, design, and marketing, as well as the history of publishing and bookselling. Course taught in conjunction with the CRW Publishing Laboratory. May be repeated once under a different subtitle.

CRW 320. Special Workshop in Writing (1-3) Prerequisites: CRW 207, 208, or 209, or consent of instructor. Workshop in one or more genres of creative writing. May be repeated under different subtitles, 9 hours maximum.

CRW 407. Advanced Fiction Writing (3) Prerequisite: CRW 307 or consent of instructor. Advanced techniques of writing fiction and development of the creative process, including writing exercises, editing, and workshop discussion.

CRW 408. Advanced Poetry Writing (3) Prerequisite: CRW 308 or consent of instructor. Advanced techniques of writing poetry and development of the creative process, including writing exercises, editing, and workshop discussion.

CRW 409. Advanced Creative Nonfiction (3) Prerequisite: CRW 309 or consent of instructor. Advanced techniques of writing creative nonfiction and development of the creative process, including writing exercises, editing, and workshop discussion.

CRW 418. (FST 418) Screenwriting II: Writing the Feature Film (3) Prerequisites: CRW 318 (COM 318) (FST 318) and permission of the chair of Film Studies. Students write, revise, and complete a feature-length screenplay.

CRW 419. (FST 419) Screenwriting III: Film Adaptation (3) Prerequisites: CRW 318 (COM 318) (FST 318) and permission of the chair of Film Studies. Adaptation of a literary work, such as a short story or a one-act play, into a screenplay. Students write, revise, and complete a screen adaptation.

CRW 445. (THR 445) Advanced Playwriting (3) Prerequisite: CRW 316 (THR 316) or consent of instructor. Advanced techniques of playwriting with an emphasis on full-length plays; the writing of an original full-length play.

CRW 491. Directed Individual Study (1-3) Prerequisite: Nine hours of literature or writing courses (depending on project focus), at least three of which are at the 300-400 level; overall GPA of at least 2.00; junior or senior standing; and consent of instructor, department chair, and dean. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Study section in this catalogue.

CRW 496. Senior Seminar in Creative Writing: Topics (6) Prerequisite: Senior standing and CRW 407, 408, or 409 or consent of instructor. Majors only. Seminar addressing issues of the profession, including preparing a manuscript for submission to publishers, publishing, public oral presentation of creative work, advanced study, the writing life, ethics, and employment. Senior thesis in printed form and public reading required.

CRW 498. Internship in Writing (1-6) Prerequisite: ENG 103 or ENG 201, and nine additional hours of CRW writing courses, of which at least three are at the 300-400 level. Academic training and practical writing experience through work in a private company or public agency. Faculty supervision and evaluation of all study and on-site activity. Open to students of junior or senior standing in all majors who have been approved by the faculty internship advisor.

CRW 499. Honors Work in Creative Writing (2-3) Prerequisite: Eligibility for honors program and nine hours of literature or CRW writing courses (depending on project focus), at least three hours at the 300-400 level. Independent study for honors students.

Computer Science Course Descriptions

(Department of Computer Science)

CSC 105. Introduction to Computing and Computer Applications (3) Basic computer concepts for non-CSC majors. Elements of computing systems and organization; computer communications including the Internet; applications such as word processing; spreadsheets, data base management, and the rudiments of programming in a current programming language. Social and technical issues including legal, ethical, and security considerations. Students who have passed MIS 105 may not enroll in CSC 105.

CSC 110. Fluency in Information Technology (3) Information representation, the Internet and HTML, algorithmic thinking and programming, language translation, modeling and abstraction, algorithmic complexity and non-computability, machine architecture and parallel computation, networks and communication database principles, multimedia, social impacts of computing.

CSC 112. Introduction to Computer Programming (3) Prerequisite: MAT 111 or 115. An introduction to programming in a high-level language for students who are not computer science majors. Algorithms, computer systems, data representation, survey of computer applications, elementary programming techniques, debugging and verification of programs. The language to be used will be specified in the schedule of classes. Two lecture and two laboratory hours each week. May be repeated once for credit under a different subtitle.

CSC 121. Introduction to Computer Science I (3) Prerequisite: MAT 111 or 115. Problem-solving methods and algorithms in a modern high-level programming language. Introduces one or more programming environments. Emphasis on programming style and the design, coding, and testing of complete programs. A grade of "C" (2.00) or better is required for taking any course for which CSC 121 is prerequisite. Two lecture and two laboratory hours each week.

CSC 133. Discrete Mathematical Structures (4) Prerequisite: MAT 111 or 115, or equivalent. Introduction to discrete mathematics applicable to computer science. Propositional and predicate logic, basic proof techniques, set algebra and Boolean algebra, recursion and induction, trees and graphs, and introductory combinatorics. Four lecture hours each week.

CSC 220. (ART 220) (FST 220) 3-D Computer Graphics Tools and Literacy (3) Prerequisite: CSC 105, 121 or permission of instructor. Project-based approach to learning fundamental principles of 3-D computer graphics using high-level software tools. Modeling of objects, geometrical transformations, surface algorithms, lighting and shading, alternative rendering techniques, and providing background skills necessary to create animated movies.

CSC 221. Introduction to Computer Science II (4) Prerequisites: CSC 121. Continuation of CSC 121 with emphasis on character and string manipulation, arrays and pointers, elementary data structures, sorting, recursion, and the use of software tools. Completion of a software project is required. A grade of "C" or better is required for taking courses for which CSC 221 is a prerequisite.

CSC 241. Introduction to Computer Systems & Assembly Languages (3) Prerequisite: CSC 121. Corequisite: CSC 221. Introduction to computer structure. Registers; machine instructions and formats; number and character representation; execution control and addressing techniques. Basic input-output programming; files; procedures, segmentation, and linkage, recursion and re-entrance; floating-point and string operations. Symbolic and machine-level debugging.

CSC 242. Digital Logic, Computer Organization and Assembly Language (4) Prerequisite: CSC 121 and CSC 133. Fixed-precision binary numbers, binary representation of integers and real numbers, combinational and sequential logic circuits, memory and logic devices, instruction

set architecture, CPU design, I/O and communication, cache memory, introduction to a modern instruction set, machine, assembly and mix language programming, procedure call and return, parameter passing, interrupt handling.

CSC 304. Multimedia Systems (3) Prerequisite: CSC 112 or 121; junior or senior standing. Introduction to technologies of the Internet and networked multimedia systems. Issues in web page design; Internet client/server programming; collaborative computing and group work; network publishing; security and encryption; audio and video compression; ethical issues and privacy; e-commerce; and distributed object computing.

CSC 320. (ART 320) (FST 320) Computer Animation (3) Prerequisite: CSC 220 (ART 220) (FST 220) or permission of instructor. Basic principles of animation using 3-D computer-generated animation and basic processes for animating synthetic objects through structured exercises. Principles of designing and producing 3-D computer-generated animation through the creation of advanced motion studies. Projects focus on developing higher-level skills in model building, animation and color, and lighting.

CSC 325. (MAT 325) Numerical Algorithms (3) Prerequisite: CSC 112 or 121, MAT 162. An introduction to the numerical algorithms fundamental to scientific computer work. Includes elementary discussion of error, polynomial interpolation, quadrature, linear systems of equations, solution of nonlinear equations, and numerical solution of ordinary differential equations. The algorithmic approach and the efficient use of the computer are emphasized.

CSC 332. Data Structures (3) Prerequisite: CSC 221. Prerequisite or corequisite: MAT 161. Study of basic data structures and their applications. Lists and trees; graph algorithms; internal and external sort and search techniques; hashing; analysis and design of efficient algorithms; file processing techniques.

CSC 337. Parallel Computing (3) Prerequisite: CSC 242 and 332. Hardware and software issues in parallel computing. Parallel architectures, network topologies, models of parallel computation, languages for parallel programming, and parallel algorithms. Parallel program design and debugging. Issues of non-determinism, synchronization and deadlock. Survey of parallel applications.

CSC 340. Scientific Computing (3) Prerequisites: MAT 162 and CSC 221. Introduction to the design, application, and performance of numerical algorithms fundamental to scientific computation. Topics include error and error propagation, finding solutions to linear systems, matrix algebra, finding eigenvalues and eigenvectors, root finding, numerical integration, interpolation and curve fitting. Emphasizes relative merits and implementations of algorithms.

CSC 342. Operating Systems (3) Prerequisite: CSC 242 and CSC 332. Introduction to the C language and study of supervisory programs. System services and file systems; CPU scheduling; memory management; virtual memory; disk scheduling. Deadlock characterization, prevention, and avoidance; concurrent processes; semaphores; critical sections; synchronization. Distributed systems and communication protocols.

CSC 344. Computer Networks (3) Prerequisite: CSC 242. The theory and application of intercomputer communications. Local-area and wide-area networks; data transmission and error correction; OSI and TCP/IP layering protocols; Ethernet, token ring, token bus, and other network technologies; network topologies; the client-server model; bridges and multi-protocol routers; the Internet. Applications include electronic funds transfer and distributed databases.

CSC 360. Formal Languages and Computability I (3) Prerequisite: CSC 242 and 332. An introduction to theoretical computer science. Topics include regular expression and finite state

concepts; basic automata theory; formal grammars and languages; computability; Turing machines; elementary recursive function theory.

CSC 370. Computer Graphics (3) Prerequisite: CSC 332 and MAT 162. Detailed study of two-dimensional graphics and introduction to issues from three-dimensional graphics. Graphics hardware and applications. Study of graphics primitives in two dimensions: lines, attributes, windowing, clipping, and transformations. Overview of other topics: three-dimensional transformations, modeling, color science, rendering.

CSC 385. Professional and Ethical Issues in Computer Science (1) Prerequisite: Junior or senior standing in computer science. Student presentations and discussions of case studies relating to computer ethics.

CSC 415. (515) Artificial Intelligence (3) Prerequisite: CSC 332. Introduction to key concepts and applications of artificial intelligence. Knowledge representation; state space searching; heuristic search; expert systems. Biologically inspired computing techniques such as neural networks, fuzzy logic, and genetic algorithms. Implementation of concepts and techniques.

CSC 422. Performance Evaluation of Computer Systems (3) Prerequisite: STT 215, MAT 162, and CSC 221. Modeling and evaluation of computer systems. Probability spaces and probability calculus, random variables and their distribution functions, the calculus of expectations. Markov chains; birth-death processes; Poisson processes; single queue; network of queues and their simulation. System simulation for performance prediction. Modeling concurrent processes and the resources they share.

CSC 425. (525; Mathematics 425/525) Numerical Analysis (3) Prerequisite: MAT 325, 335 and 361. Introduction to the theoretical foundations of numerical algorithms. Solution of linear systems by direct methods, least squares, minimax, and spline approximations; polynomial interpolation; numerical integration and differentiation; solution of non-linear equations; initial value problems in ordinary differential equations. Error analysis. Certain algorithms are selected for programming.

CSC 434. Programming Languages (3) Prerequisite: CSC 332 and 360. Comparative study of programming languages from both theoretical and applied viewpoints. Typical issues include syntax and semantics, scope and binding times, storage allocation, parameter-passing techniques, control structures, run-time representation of programs and data. Detailed examples from the imperative, functional, parallel, object-oriented, and logical programming paradigms.

CSC 442. Computer System Architecture (3) Prerequisite: CSC 242. Advanced study of the architecture of computer systems. Common processor organizations, hardwired and microprogrammed control, input/output subsystem; bus control; programmed I/O; DMA and interrupts; memory subsystem; interleaved, cache and associative memory; cache design; instruction pipelines, arithmetic pipelines, and their scheduling, RISC and CISC architectures, common multiprocessor architectures.

CSC 444. Network Programming (3) Prerequisite: CSC 342 and 344. Implementation of network and distributed programming concepts using C, C++, or JAVA on UNIX or PC platforms. Networking programming interfaces, security, management, design and applications. Hands on experience with network components. Students plan, configure, install, diagnose, performance tune, operate, and manage state-of-the-art computer networks, internetworking devices, and protocols.

CSC 450. Software Engineering (3) Prerequisite: CSC 332 and senior standing. Study of the design and production of large and small software systems. Topics include systems engineer-

ing, software life-cycle and characterization, use of software tools. Substantial software project required.

CSC 453. Object-Oriented Analysis and Design (3) Prerequisite: CSC 332 and senior standing. An exploration of object-oriented design and software construction. Topics in object-oriented analysis and programming: classes, methods, messages, inheritance, static and dynamic binding, polymorphism, templates, design methodologies, class libraries, and software reuse. Substantial object-oriented software project required.

CSC 455. Data Base Management (3) Corequisite: CSC 332. Introduction to data base concepts, data independence, logical and physical views of data base systems. Data models: hierarchical, network, and relational. Data description languages, query functions, relational algebra. Substantial software project required.

CSC 457. Compiler Construction (3) Prerequisites: CSC 434 and senior standing. Study of programming language translation. Organization of a compiler including symbol tables, lexical scan, syntax scan, object code generation, error diagnostics, object code optimization, and overall design; compilation of simple expressions and statements; use of compiler writing tools. Substantial software project required.

CSC 460. Formal Languages and Computability II (3) Prerequisite: CSC 360. Advanced topics in theoretical computer science. Theory of computation; languages and syntactic analysis; computational complexity and NP -completeness.

CSC 475. Topics in Computer Science (3) Prerequisite: Senior standing and permission of instructor. Topics of current interest in computer science not covered in existing courses. May be repeated under a different subtitle.

CSC 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, junior or senior standing, and consent of instructor, department chair and dean. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue.

CSC 495. Seminar in Computer Science (1) Prerequisite: Junior or senior standing and consent of instructor.

CSC 498. Internship in Computer Science (1-3) Prerequisite: Overall GPA of at least 2.50 and a GPA in CSC courses of at least 2.80. Academic training and practical experience through work in a private company or public agency. Faculty supervision and evaluation of all study and on-site activity. Open to students of junior or senior standing who have been approved by the faculty supervisor, department chair, and dean.

CSC 499. Honors Work in Computer Science (2-3) Prerequisite: Eligibility for honors program. Individual study for honors students.

For 292 and 492; 294 and 494, see explanations on p. 184, 104.

Economics Course Descriptions

(Department of Economics and Finance)

ECN 125. Survey of Economics (3) An introduction to economics principles for non-business and non-economics majors. Current analysis rather than theoretical analysis is utilized to present and show the relevance of economics principles. (Not open to students who have earned credit for either ECN 221 or ECN 222.)

ECN 221. Principles of Economics–Micro (3) Prerequisite: MAT 111. Analysis of decision-making processes and economic equilibrium for the individual firm and consumer at an introductory level.

ECN 222. Principles of Economics–Macro (3) Prerequisite: ECN 221. Aggregate economic analysis examining the effects of fiscal and monetary policy upon aggregate employment, income and prices at an introductory level.

ECN 320. Managerial Economics (3) Prerequisite: QMM 385. The theory and application of economics principles and methodology to the decision making process under conditions of uncertainty. Includes the following topics: demand theory and analysis; cost and production conditions facing the firm; forecasting; resource allocation and management of inputs; pricing, profit strategies, and market structure; and finance and investment decision making for the firm.

ECN 321. Intermediate Microeconomics (3) Prerequisite: MAT 151 and ECN 222. A theoretical analysis of individual consumer and firm behavior and general equilibrium.

ECN 322. Intermediate Macroeconomics (3) Prerequisite: ECN 321. A theoretical analysis of the determination of aggregate income, aggregate employment, and the average price level and role of monetary and fiscal policy in the determination of such.

ECN 324. Money and Capital Markets (3) Prerequisite: ECN 222. An introduction to the financial and economic environment within which a firm must operate. Analysis of the sources and the cost and availability of funds in a domestic and international setting; analysis of international monetary flows; financial decision making in an integrated world economy.

ECN 325. (EVS 325) Environmental Economics (3) Prerequisite: ECN 125 or 221and junior standing. Application of basic economics principles is used to help understand environmental problems and evaluate alternative solutions. Economic principles will be employed to analyze fundamental environmental issues such as property rights, externalities, conservation, and public goods. Public policy issues such as environment protection, natural resource damage assessment, and pollution control will be evaluated from an economic perspective. Specific focus will be given to methods for non-market valuation.

ECN 326. Comparative Economic Systems (3) Prerequisite: ECN 125 or 222. Analysis of economic systems operating under capitalism, socialism, communism, and fascism; institutions and organization of production and government; decision-making; distribution of income; problems of developing nations.

ECN 328. Public Finance (3) Prerequisite: ECN 222. Study of state, local, and federal government revenue and expenditures; theory of taxation, tax shifting and incidence; theory of public goods, fiscal neutrality and government regulation; methods of achieving efficiency in government benefit-cost analysis, program budgeting (PPB), and pricing of government services.

ECN 329. Industrial Organization and Public Policy (3) Prerequisite: ECN 222. A theoretical and empirical study of how the structure of industry affects the conduct and performance of the firm; balanced coverage of public policy as it affects structure, conduct and performance.

ECN 330. (EVS 330) Natural Resource Economics (3) Prerequisite: ECN 125 or ECN 221 and junior standing. Economic principles are developed and applied to evaluate public and private decisions involving the use and allocation of natural resources. Optimal control theory is developed and applied to the management of natural resources. Attention is given to specific resources management areas such as forests and fisheries. The feasibility of alternatives for public policy is evaluated.

ECN 377. Applied Economic Analysis (3) Prerequisites: ECN 222 and QMM 280. Introduction to applied estimation, testing and interpretation of economic models useful for business and policy decision-making. Emphasis on applied, client-driven model formulation, data acquisition and manipulation, and model estimation using statistical regression in a desktop computing environment. Extensive practice in interpretation of results for business and policy audiences.

ECN 421. History of Economic Thought (3) Prerequisite: ECN 222. Scientific economic thought and philosophy from ancient to modern times. Open-ended as to dates of time period covered. Primary emphasis is on topics as opposed to schools of thought.

ECN 422. Econometrics (3) Prerequisite: QMM 280 An introduction to the formalization of economic hypotheses into testable relationships and the application of appropriate statistical techniques. Theoretical aspects are covered, but primary emphasis is on computer application utilizing regression analysis.

ECN 426. International Trade and Finance (3) Prerequisite: ECN 222. A consideration of international trade theory and international financial institutions, including comparative advantage, exchange rates and balance of payments problems.

ECN 427. Labor Economics (3) Prerequisite: ECN 222. An analysis of the demand for and the supply of labor at the individual and the aggregate level; labor unions and collective bargaining.

ECN 428. Applied Regional Analysis (3) Prerequisite: ECN 222. Theoretical and applied analysis of patterns and trends in local, state, and regional economic growth. Use of current computer-based methods in regional economic analysis including economic impact models. Applied analysis of current regional issues and government policies to address these issues.

ECN 433. (FIN 433) Introduction to Speculative Markets (3) Prerequisite: ECN 324 and FIN 335 or permission of instructor. Elementary economics of financial futures and options markets. Mechanics of trading and coverage of existing regulations. Pricing and strategies in options and futures contracts in the markets for financial assets and commodities. Hedging, risk management and valuation.

ECN 491. Directed Individual Study (1-6) Prerequisites: Junior or senior standing and consent of department chairperson.

ECN 495. Seminar in Economics (1-3) Prerequisites: Junior or senior standing and consent of the department chairperson. This course may be repeated under a different subtitle.

ECN 498. Internship in Economics (1-6) Prerequisites: Senior status and consent of department chairperson. Involves the application of economics concepts in a "real world" setting. The participant receives hands-on experience under the joint guidance of a manager from a business or not-for-profit organization and a faculty supervisor.

ECN 499. Honors Work in Economics (2-3) Prerequisite: Senior standing. Independent work for honors students.

Education Course Descriptions

(Department of Curricular Studies, Department of Specialty Studies)

EDN 105-106. Seminar in Education (1-1) Prerequisite: Permission of instructor. Required of all North Carolina Teaching Fellows during freshman year. Open to others if space is available. An examination of issues and forces related to public education and the profession of teaching in the United States. Topics include political, social, and instructional issues. Emphasis also upon the development of skills essential to academic success. Activities include lectures, discussions, field activities, and reading of selected educational literature. One hour each week.

EDN 200. Teacher, School and Society (3) Corequisite: EDNL 200. Introduction to profession of teaching that acquaints prospective teachers with diverse roles of teachers. Focuses on teacher as decision-maker; careers in education; social, historical and philosophical foundations of education; governmental and organizational aspects of schools and current and future trends in American education. Observation skills are developed through field experience.

EDNL 200. Field Studies (1) Corequisite: EDN 200. The course is designed to provide opportunities to observe and engage in reflective discussion of curriculum and instructional practices, school governance and organization, and school-community relationships. Students will participate in three hours of field study and reflective seminar activities per week.

EDN 203. Psychological Foundations of Teaching (3) A study of the major psychological variables that influence learning in schools and their applications to teaching. Addresses theories and systems of learning (behavioral, cognitive, constructivist, and humanistic); major developmental processes and typical characteristics; and principles of motivation. Variables explaining and accounting for individual differences will be examined, including cultural aspects of learning and special needs learners. Students will learn about practices associated with effective teaching, including classroom management, and standards for valid assessment of student learning.

EDN 204. Introduction to Early Childhood Education (2) This introductory course is designed for students who are interested in early childhood education and early intervention as professional careers. It examines the theoretical bases for teaching and early intervention with young children birth through five and their families. Content includes an overview of the historical roots, current issues, program models, and goals of early childhood education as well as an introduction to professional standards and organizations. Particular emphasis is placed on environments and interactions that are responsive to children's developmental, individual, and cultural needs. Field experiences required.

EDN 205-206. Seminar in Education (1-1) Prerequisite: Permission of instructor. Required of all North Carolina Teaching Fellows during sophomore year. Open to others if space is available. An examination of the diverse roles of the professional employed within the organization of public schools in the State of North Carolina, including demands and expectations of teaching at various grade levels K-12. Topics include a review of the academic, social, personal, and interpersonal skills required of successful professionals. Current issues and future trends in the field are examined. Activities include required field experiences, lectures, discussions, and reading of selected educational literature.

EDN 211. Principles of Leadership (3) This course will provide an introduction to leadership. Students will develop an understanding of the leadership theories, styles of leadership, and

strategies for successful leadership. They will learn skills to enhance their leadership effectiveness in a variety of settings and will develop insights about themselves and others.

EDN 227. Aesthetic Development in Young Children (2) Study of the fine arts curriculum from birth to five. Designed to prepare students to plan and deliver developmentally appropriate experiences that foster children's enjoyment of and creative expression in the cultural and performing arts (drama, dance, vocal and instrumental music, and studio art). Theory and practices for developing creativity will be emphasized. Cross-cultural dimensions of the arts will also be explored. Field experiences required.

EDN 230. Tutoring Individuals and Small Groups (2) Prerequisite: Employment as a tutor by a campus program or by instructor permission. Analysis of current theory and practice application to small group and one-on-one tutoring with emphasis on adult learners. Introduction to tutoring as profession. Meets content requirements for Regular Tutoring Certificate through the College Reading and Learning Association.

EDN 260. Introduction to Special Education (3) Survey of major categories of exceptionality including giftedness, mental retardation, hearing impairments, visual impairments, learning disabilities, communication disorders, behavioral/emotional disorders, physical and health impairments, attention deficits/hyperactivity, and multiple severe disabilities. Includes study of definitions, characteristics, etiology, psycho-social implications, and educational interventions for each exceptionality. Field experiences required.

EDN 301. Instructional Design and Evaluation (3) Prerequisites or corequisites: EDN 200, EDN 203. Provides conceptual tools and analytic skills essential to planning, implementing, and evaluating instruction. The design of instruction that incorporates behavioral, cognitive and constructivist theories of learning and views of curriculum will be considered. Topics: types of learning; conditions of learning; performance objectives; purposes, forms, and procedures for educational assessment; task analysis, and lesson design.

EDN 302. Child Observation and Assessment (3) Designed to develop a broad set of child and family observation skills and ability to conduct and interpret variety of means of child assessment, both formal and informal. Methods of assessment will include systematic observations, use of screening instruments, interview techniques, rating scales, portfolios and anecdotal records. Includes knowledge of assessment with culturally diverse populations and children with special needs. Field experiences required.

EDN 303. Instructional Technology (3) Emphasizes the design, selection, production, and evaluation of instructional materials, computer-generated presentations, and interactive multimedia, with particular emphasis on their effective integration into an instructional unit. Develops skill in the operation of media production equipment, including microcomputers, fundamentals of operating systems, computer software applications, networks, and telecommunications. Three lecture and two laboratory hours each week.

NOTE: Admission to the Watson School of Education is required for enrollment in EDN 300- and EDN 400 level courses numbered higher than EDN 303.

EDN 305. Exemplary Teacher Project I (1) Prerequisite: Formal enrollment in the Teaching Fellows Program. Students will examine best practices of teaching through examination of research and direct classroom observation. Exemplary teachers will meet with students in critical-reflective seminars to discuss concerns associated with classroom teaching, curriculum, pedagogy, multiple learning styles, school organizational structure, school-community relationships, etc. Students will develop research questions and study design; conduct data collection, reduction, and analysis; and produce both independent and whole class reports of findings.

EDN 306. Exemplary Teacher Project II (1) Prerequisites: EDN 305; Formal enrollment in the Teaching Fellows Program. Students will examine best practices of teaching through examination of research and direct classroom observation. Exemplary teachers will meet with students in critical-reflective seminars to discuss concerns associated with classroom teaching, curriculum, pedagogy, multiple learning styles, school organizational structure, school-community relationships, etc. Students will develop research questions and study design; conduct data collection, reduction, and analysis; and produce both independent and whole class reports of findings.

EDN 310. School-Community Relations (3) Methods of improving school-community relations.

EDN 318. Middle School Programs and Practices (3) Overview of the conceptual and historic development of programs for students in grades six through nine. Comparison of varied curricular, instructional, and organizational aspects of the middle school movement. Major emphasis on exploring the educational implications of the developmental characteristics of early adolescent learners. Varied approaches to teaming, classroom management and mainstreaming will be investigated. Work will include observations in a variety of settings.

EDN 319. Meeting Needs of Special Students in Elementary Schools (3) This course will focus on strategies for meeting needs of individuals in elementary school classrooms. Students will study alternative methods for dealing with pupil differences that have an impact on academic and social behaviors. Characteristics of children with academic, intellectual, social-emotional, physical, cultural and language differences will be examined. Field experiences required.

EDN 320. Meeting Needs of Special Students in Middle Schools (3) This course will focus on strategies for meeting special needs of individuals in middle level classrooms. Students will study alternative methods for dealing with student differences, which have an impact on academic and social behaviors. Characteristics of adolescents with academic, intellectual, social-emotional, physical, cultural and language differences will be examined. Field experiences required.

EDN 321. Meeting Needs of Special Students in High Schools (2) This course will focus on strategies for meeting needs of individuals in high school classrooms. Students will study alternative methods for dealing with pupil differences that have an impact on academic and social behaviors. Characteristics of students with academic, intellectual, social-emotional, physical, cultural and language differences will be examined. Field experiences required.

EDN 322. The Teaching of Mathematics (K-6) (3) Prerequisites: EDN 301 and 6 semester hours of appropriate mathematics. Corequisite: EDNL 322. Focus on the curriculum, materials, and methods appropriate for the teaching of mathematics for the kindergarten through sixth grade level. Field experience required.

EDNL 322. Math Laboratory (1) Corequisite: EDN 322. Designed to provide students with supervised tutorial experiences with elementary school-aged children. Focus on observation of students, development of math lesson plans, math instruction for individual students, evaluation of student performance, interacting with parents, and reflecting on instructional performance.

EDN 323. Teaching Mathematics in the Middle Grades (6-9) (3) Prerequisites: EDN 301, 318, and 6 hours of mathematics. Focus on the curriculum, materials and methods appropriate for the teaching of mathematics at middle grade levels. Field experience required.

EDN 324. Diagnostic Teaching of Mathematics (6-9) (3) Prerequisite: EDN 323. Understanding of psychological and environmental factors that affect learning of school mathematics. Focus

on methods and materials appropriate to diagnosis and remediation of mathematics difficulties common at the six through nine level. Awareness of strategies effective for enhancing self-confidence in mathematics learning. A field-based activity is required.

EDN 334. Social Studies Curriculum and Instruction (K-6) (3) Prerequisites: EDN 301 and 6 hours of social studies content. An overview of the goals of social studies education and how this affects various patterns of organizing curricular content. The implications of learner developmental characteristics for selecting approaches to instruction from history as well as the social and behavioral sciences will be explored. Emphasis on selection and preparation of appropriate materials including the strategies of inquiry, critical thinking, mapping and graphing, simulation, and problem solution. Field experiences required.

EDN 335. Social Studies Education in the Middle Grades (3) Prerequisites: EDN 301, 318, and 6 hours of social studies content. Examines the specific ways in which social studies curriculum can be organized to meet the learning needs of middle grade students. Emphasis on selection and preparation of appropriate materials, identification of instructional procedures, data-based decision making and the relevance of social inquiry to the real world. Work will include a field experience and preparation of an in-depth unit of study suitable for use at this level.

EDN 336. The Teaching of Science (K-6) (3) Prerequisites: EDN 301 and two science courses. Methods of teaching the biological, earth and physical sciences. Applications of the sciences to classroom experimentation and investigation. Examination of contemporary curricula used at the elementary school level. Field experiences required.

EDN 337. Inquiry—The Method of Science (3) Prerequisite: A course in science methods or the completion of 15 hours toward a concentration or major in science or permission of instructor. Assumes initial level competency in curriculum and methods of science. Focuses on conceptualization of and rationale for using inquiry method of teaching science. Provides opportunities to acquire and practice skills needed to utilize method and to guide scientific investigation at K-12 levels.

EDN 338. The Teaching of Science (6-9) (3) Prerequisites: EDN 301, 318, and basic studies science courses. Survey of curriculum and methods for teaching science in grades 6-9. Focus on processes of scientific inquiry, on topics that integrate learning across science disciplines, and on the social implications of science and technology. Field experiences required.

EDN 339. Apprentice Field Experience (1) Corequisites: Designated sections of EDN 334, 336, 344, and 348. Designed to provide supervised extended experiences in public school classrooms beyond those required as a part of any one methods course. Focus on reflections concerning observations and use of pedagogy with elementary age students. Emphasis on integration in order to promote theory into practice. Weekly field experiences in designated sections of corequisite courses required.

EDN 340. Reading Foundations (K-6) (3) Prerequisite: EDN 301. Corequisite: EDNL 340. Emphasis on linguistics and psychological bases of the reading process, stages in the development of reading ability, and sequences of skill acquisition. Students will study models of reading instruction for language and literacy learning, the role of the classroom teacher of reading, and forces influencing that role. A field-based activity is required.

EDNL 340. Literacy Laboratory (1) Corequisite: EDN 340. Designed to provide students with supervised tutorial experiences with school-aged children. Focus on observation of students, development of literacy lesson plans, literacy instruction for individual students, evaluation of student performance, interacting with parents, and reflecting on instructional performance.

EDN 344. Literature in the Elementary School (K-6) (3) Prerequisite: EDN 301. The selection and evaluation of literature for elementary school children, including books and other media. Includes exploration of multi-cultural themes and traditions through literature, and strategies for integrating literature, music, and movement into the elementary curriculum.

EDN 348. The Teaching of Communication Arts (K-6) (3) Prerequisite: EDN 301 and 340. Study of various approaches to school language instruction. Examination of strategies and methods for promoting growth in language learning in elementary classrooms with emphasis on use of drama and theater activities to enhance learning. Includes extensive opportunities to assess, teach, and evaluate all areas of children's language and reading development in public school classrooms. Field experiences required.

EDN 349. The Teaching of Health and Physical Education (K-6) (3) Prerequisite: EDN 301. This course will focus on current issues and trends in health education and physical education; the development, implementation, and assessment of curricular materials; and effective instructional strategies to teach health education and physical education in the elementary school. Field experiences required.

EDN 352. Developing Reading Competence in the Middle Grades (6-9) (3) Prerequisite: Admission to the Watson School of Education. Develops understanding of reading processes in the broad context of communication. Presents strategies for fostering and evaluating interest, fluency, and skill in reading, both in developmental reading classes and in content subjects. Topics include organizational and instructional strategies for the development of reading ability, techniques for motivating and guiding readers, and strategies for study and comprehension, which support learning in all areas of the curriculum. Field experiences required.

EDN 355. Language Arts Methods for the Middle Grades (6-9) (3) Prerequisites: EDN 301, 318 and 352. Presents curriculum and methods for developing linguistic and communicative competence in language arts classes in the middle school. Develops understanding of communication processes (listening, speaking, writing, viewing, etc.), dialects, and language systems as influences in teacher decision-making. Focus on strategies and plans for facilitating and evaluating student oral and written language performance. Field experiences required.

EDN 356. Reading in the Secondary School (3) Prerequisite: EDN 301. Required course in the teaching of reading for secondary majors. Basic instructional reading strategies are developed with emphasis on introducing assignments, improving study skills, and fostering critical thinking. Students identify and learn to teach reading skills specific to varying content areas. Adjusting instruction to students' reading capabilities is stressed. Field experiences required.

EDN 364. Mental Retardation in School and Society (3) Examination of the field of mental retardation from a developmental perspective. Study of etiology, definitions, characteristics, and historical and current approaches to treatment of persons with mental retardation in a variety of settings and across the life span. Includes study of all levels of mental retardation. Field experiences required.

EDN 366. Children and Adolescents with Learning Disabilities (3) Examination of the field of learning disabilities. Emphasis on the concept of learning disabilities, etiology, diagnosis, characteristics, teaching strategies, theory, historical influences, and current trends. Field experiences required.

EDN 367. Behavior Management Techniques (3) Prerequisite: EDN 301 or consent of instructor. Designed to develop an understanding of the principles of behavior and their application in planning and implementing various behavior management strategies. Focus will be on observation and measurement of social behavior management techniques. Field experiences required.

EDN 368. Diagnostic Techniques in Special Education (3) Prerequisites: EDN 301 and one of the following: EDN 260, 364, 366 or 370. Examination of concepts and fundamentals of educational assessment. Includes examination of formal and informal techniques appropriate for students with exceptionalities. Includes assessment of intellectual functioning, academic problems, spoken language, learning skills, social-emotional development, adaptive behavior, early childhood skills, and vocational skills. Field experiences required.

EDN 369. Prescription Development in Special Education (3) Prerequisites: EDN 301 and one of the following: EDN 260, 364, 366 or 370. Development of skills in planning educational programs for students with exceptionalities. Includes writing lesson plans, unit plans, and individualized educational programs, task analysis, legal requirements, and roles of the special education teacher. Field experiences required.

EDN 370. Children and Adolescents with Behavioral Disorders (3) Prerequisites: EDN 301 or consent of the instructor. Designed to examine the wide and complex variety of learners labeled as "behaviorally disordered" or "emotionally disordered." Topics related to historical, theoretical, etiological, developmental, and symptomological issues plus assessment, identification and service delivery models will be introduced. Program and parent involvement models and current trends and issues will be reviewed. Field experiences required.

EDN 371. Programming and Interventions for Students with Behavioral Disorders (3) Prerequisites: EDN 367 and 370. Examination of problems, issues and practices in developing programs for and educating students with behavior disorders. Emphasis on academic and social needs, major interventions, family involvement, scheduling issues, applied behavior analysis, and systematic/directive teaching of new behaviors. Legal considerations, consultation strategies, and curriculum issues will be reviewed. Field experiences required.

EDN 372. Programming and Interventions for Students with Learning Disabilities (3) Prerequisite: EDN 366. Study of the educational implications of LD characteristics. Emphasis will be on needs of individuals with LD relevant for instruction; developmental, cognitive, medical, behavioral, and constructivist approaches; programming and interventions for grades K-12; remediation and compensation strategies. Field experiences required.

EDN 373. Programming and Interventions for Students with Mental Disabilities (3) Study of intervention strategies for persons with mental retardation in need of more intensive supports. Emphasis will be on programming for persons with mental retardation in community settings including day treatment programs as well as school settings. Field experiences required.

EDN 374. Special Education Curriculum and Instruction (3) To be taken the semester prior to EDN 410 and EDN 411. Study of the curriculum areas and instructional techniques utilized in educational settings for students with learning disabilities, mental retardation/developmental disabilities, and behavioral/emotional disorders. Emphasis on curriculum development processes, lesson and unit planning, selection of materials, identification and implementation of instructional procedures, and databased decision making. Field experiences required.

EDN 382. Literacy Development in the Early Years (2) Prerequisite: Admission to Watson School of Education. Designed to inform students of the theory and research that has influenced the development of principles and strategies for promoting emergent literacy. Developmentally appropriate literacy activities will be explored along with ways to use individualized assessment to gauge children's current abilities and to use and build upon what children bring to oral language, reading, and writing. The roles of supportive adults, print-rich environments and principles of multicultural learning will be investigated. Field experiences required.

EDN 383. Mathematics and Science for the Early Years (2) Prerequisite: Admission to Watson School of Education. Designed to acquaint B-K teachers with the curriculum, materials and

methods used to teach basic concepts in mathematics and science to young children. Emphasis will be given to developmentally appropriate materials and experiences to promote power of observation and to encourage emergent conceptual abilities and cognitive processing skills. Field experiences required.

EDN 384. Creating Preschool Environments (3) Prerequisite: Permission of instructor. Prepares individuals who do not currently hold a clear Birth-Kindergarten license, and are currently teaching at the preschool level, to create developmentally appropriate preschool environments and adapt their skills for the preschool classroom. Emphasis is placed on creating or adapting interpersonal and physical environments to facilitate development in all domains and meet individual needs. Strategies for developing collaborative relationships with families will also be explored. Activities include lectures, discussion, demonstrations, individual and group presentations, and laboratory assignments completed in the teacher's own classroom.

EDN 385. Field Experience In Early Childhood Education (1) Prerequisites: EDN 204, admission to Watson School of Education and consent of instructor. Provides students with opportunities for application of concepts through forty hours of fieldwork with young children and their families in a variety of community settings including public schools, preschools, and childcare facilities under the supervision of licensed service providers.

EDN 386. Field Experience in Infant/Toddler Education (1) Prerequisites: EDN 204, admission to Watson School of Education and consent of instructor. Corequisite: EDN 450. Provides students with opportunities for application of concepts through forty hours of fieldwork with young children and their families in a variety of community settings including childcare facilities, pediatric units, early intervention service providers, and preschools under the supervision of licensed service providers.

EDN 387. Field Experience Working With Children With Special Needs (1) Prerequisites: EDN 204, admission to Watson School of Education and consent of instructor. Corequisite: EDN 451. Provides students with opportunities for application of concepts through forty hours of fieldwork with young children and their families in a variety of community settings including public schools, preschools, and childcare facilities under the supervision of licensed service providers.

EDN 401. School Improvement and Teacher Leadership (1) Prerequisite: Formal admission to the Teaching Fellows Program. Goals of the course are for students to examine the context of classroom teaching; the range of non-instructional demands on teachers' time and energy; the range of school improvement initiatives and the strategies and barriers to improvement; and strategies of teacher leadership. These purposes are attained through scholarly examination of extant school improvement initiatives and focused discussions with school-level teachers and administrators.

EDN 402. Classroom Management in Secondary Schools (1) Corequisite: EDN 409. Designed to provide students with the necessary knowledge and skills for effective classroom management. Field experience required.

EDN 403. Theory and Practice in Teaching Secondary English (9-12) (3) Corequisite: EDNL 403. Prerequisite: EDN 301. Emphasis on theory, curriculum development, inquiry, critical thinking, classroom management, instructional strategies and selection of appropriate instructional materials. Successful planning and teaching practices with adaptations to diverse needs of students will be discussed. Field experiences required (10-20 contact hours).

EDNL 403. Field Experience in Secondary English (1) Corequisite: EDN 403. Designed to provide supervised extended experiences in public school classrooms beyond those required as a part of the methods course. Focus on reflections concerning observations and use of pedagogy with

secondary students. Emphasis on integration in order to promote theory into practice. Weekly field experiences in designated sections of corequisite course required.

EDN 404. Theory and Practice in Teaching Secondary Mathematics (9-12) (3) Corequisite: EDNL 404. Prerequisite: EDN 301. Emphasis on theory, curriculum development, inquiry, critical thinking, classroom management, instructional strategies and selection of appropriate instructional materials. Successful planning and teaching practices with adaptations to diverse needs of students will be discussed. Field experiences required (10-20 contact hours).

EDNL 404. Field Experience in Secondary Mathematics (1) Corequisite: EDN 404. Designed to provide supervised extended experiences in public school classrooms beyond those required as a part of the methods course. Focus on reflections concerning observations and use of pedagogy with secondary students. Emphasis on integration in order to promote theory into practice. Weekly field experiences in designated sections of corequisite course required.

EDN 405. Theory and Practice in Teaching Secondary Social Studies (9-12) (3) Corequisite: EDNL 405. Prerequisite: EDN 301. Emphasis on theory, curriculum development, inquiry, critical thinking, classroom management, instructional strategies and selection of appropriate instructional materials. Successful planning and teaching practices with adaptations to diverse needs of students will be discussed. Field experiences required (10-20 contact hours).

EDNL 405. Field Experience in Secondary Social Studies (1) Corequisite: EDN 405. Designed to provide supervised extended experiences in public school classrooms. Focus on reflections concerning observations and use of pedagogy with secondary social studies students. Emphasis on integration to promote theory into practice. Weekly field experiences in designated sections of corequisite course required. Weekly field experiences in designated sections of corequisite course required.

EDN 406. Theory and Practice in Teaching Secondary Science (9-12) (3) Corequisite: EDNL 406. Prerequisite: EDN 301. Emphasis on theory, curriculum development, inquiry, critical thinking, classroom management, instructional strategies and selection of appropriate instructional materials. Successful planning and teaching practices with adaptations to diverse needs of students will be discussed. Field experiences required (10-20 contact hours).

EDNL 406. Field Experience in Secondary Science (1) Corequisite: EDN 406. Designed to provide supervised extended experiences in public school classrooms beyond those required as a part of the methods course. Focus on reflections concerning observations and use of pedagogy with secondary students. Emphasis on integration in order to promote theory into practice. Weekly field experiences in designated sections of corequisite course required.

EDN 407. Theory and Practice in Teaching Foreign Languages (K-12) (3) Corequisite: EDNL 407. Prerequisite: EDN 301. Emphasis on theory, curriculum development, inquiry, critical thinking, classroom management, instructional strategies and selection of appropriate instructional materials. Successful planning and teaching practices with adaptations to diverse needs of students will be discussed. Field experiences required (10-20 contact hours).

EDNL 407. Field Experience in Foreign Language (1) Corequisite: EDN 407. Designed to provide supervised extended experiences in public school classrooms. Focus on observations, reflections concerning observations, and use of pedagogy with foreign language students K-12. Emphasis on integration of theory and practice.

EDN 408. Instructional Seminar (2) Corequisite: EDN 409 except for physical education and music education majors. Prerequisites: All professional core and specialty area courses, acceptance into the Watson School of Education, and a 2.70 GPA on all work attempted at UNCW.

Development of instructional skills required for successful teaching with regard for the particular needs of the student's academic discipline. Designed as a culmination of professional study and an initiation into the internship and the teaching profession. Emphasis is given to professional documentation of reflective growth.

EDN 409. Practicum (12) Corequisite: EDN 408 except for physical education and music education majors. Prerequisites: As specified for EDN 408. Students will be assigned full-time to practicum sites within their areas of specializations. During the course, students will engage in a variety of supervised instructional activities, assuming increasingly wider responsibility for class instruction. Practical are offered in the following areas of specialization: biology, chemistry, English, French, geology, history, mathematics, music, physical education (and health), physics, social studies, and Spanish.

EDN 410. Seminar in Education (K-6, 6-9, special education) (3) Corequisite: EDN 411. Prerequisites: All courses in the professional core and specialty areas appropriate for the concentration for K-6, 6-9, and special education majors and a 2.70 GPA on all work attempted at UNCW. Designed as a culmination of professional study and an initiation into student teaching and the teaching profession. Provides opportunities to extend and apply understandings of the roles of the teacher as a decision-maker, particularly in the areas of planning, instruction, management, and evaluation.

EDN 411. Practicum (K-6, 6-9, special education) (12) Corequisite: EDN 410. Prerequisites: As specified for EDN 410. A full-time practicum experience within the area of specialization. Students will engage in a variety of supervised instructional activities, assuming an increasing amount of responsibility for all phases of classroom instruction. Practical are offered in the areas of elementary education (K-6), middle grades education (6-9), and special education.

EDN 412. Extended Practicum (3-6) Prerequisite: Appropriate curriculum and instruction courses and permission of the chairperson of the Department of Curricular Studies or Specialty Studies. A part-time practicum experience within the appropriate area of licensure. Students will engage in supervised instructional activities that extend their understandings and teaching performance to an additional area of preparation. Areas of specialization include education of young children, elementary, middle grades, special education, and secondary education. May be repeated for a maximum of 12 hours.

EDN 414. Experiencing the Cultural Arts (1) Corequisites: EDN 410 and 411. Designed to provide experiences with the cultural and performing arts that would prepare students to plan and deliver appropriate experiences for elementary students. Experiences will include drama, dance, vocal and instrumental music, and studio art. Attention will be given to historical development, extensions across cultures and appreciation of creativity. Emphasis on integrating arts instruction with other areas of the curriculum.

EDN 415. Education Media Design and Production (3) This course will provide students with an understanding of the design principles underlying the production of instructional materials and with the necessary production techniques. Emphasis will be placed upon the production of materials and their effective integration into an instructional unit. Students will design, produce, and evaluate a number of projects using techniques common to media programs in public schools and the authors who have made contributions to this field.

EDN 416. Instructional Applications of Computers (3) Prerequisites: EDN 301 and 303 or permission of instructor. Designed to develop skills in using computers as tools in instruction and to make judgments about instructional materials designed for use on computers. Topics include: (a) introduction to computing systems, (b) introduction to microcomputer programming languages, (c) authoring languages, (d) judging instructional "software", (e) using computers

to manage classroom records, (f) using computers in instruction. and (g) teleprocessing and automated data bases. Activities will include group lectures, demonstrations, and discussions, projects in software designed for classroom management and instruction. The major focus is on microcomputer application.

EDN 424. Child Guidance (2) Prerequisite: EDN 204. This course is designed to introduce students to theories, principles and techniques for developmentally appropriate guidance of young children birth through five years. Emphasis is placed on guidance techniques, strategies and appropriate interventions that teachers can use to facilitate young children's autonomy and self-discipline while promoting development of self-concept and prosocial behaviors. The effect of the environment and adult-child interaction on guidance will be examined. Class activities include lectures, small and large group discussions, cooperative learning activities, video illustrations, case analyses, problem solving exercises, and field experience reflections. Field experiences required.

EDN 430. Preschool Curriculum (3) Prerequisites: EDN 204, admission to Watson School of Education. Provides students the understandings, skills, and abilities necessary to implement an effective preschool program. Emphasis placed on knowledge of the curriculum content and the effective combinations and correlations of these contents for a preschool program. Activities include lectures, discussions, demonstration, individual, and group projects. Field experiences required.

EDN 431. Teaching in the Primary Grades (3) Designed to develop a broad overall view of teaching in the primary grades. The course includes examination of the history, current "state of the art" and possible future of primary education. Focus is on the application of knowledge of child development and learning theories in organizing and implementing the primary school curriculum in an integrated and interdisciplinary fashion. Study of classroom organization and management for effective teaching in the primary grades will be undertaken.

EDN 432. Interdisciplinary Curriculum and Instruction (3) Examines principles of interdisciplinary curriculum and instruction and explores its appropriateness for middle grades and intermediate students. Alternative approaches to designing interdisciplinary curriculum and instruction such as thematic units and exploratory and interest-based study will be examined. Emphasizes the possible linkages among the disciplines, focusing on thinking and communication skills, concepts and problem solving learning, as well as value clarification/resolution.

EDN 446. Black Literature and Resources for Teachers (3) A survey of Black literature, including the examination of materials published for classroom use in the public schools and the authors who have made contributions to the field. Three hours each week.

EDN 450. Infant and Toddler Program Models (3) Prerequisites: EDN 204, admission to Watson School of Education. Designed to inform students of the goals, philosophies and program characteristics of exemplary programs in very early childhood education (birth to age three). Developmentally appropriate settings and activities for infants and toddlers will be studied, and ways of working with parents will be explored. Optimal caregiving strategies and skills needed for providing a quality program for infants and toddlers will be emphasized. Field experiences required.

EDN 451. Adaptive Practices in Early Childhood (3) Prerequisites: EDN 204, admission to Watson School of Education. Designed to develop both planning and intervention skills for working with young children with special needs and their families. Students will plan educational programs, which include use of specific intervention techniques and practices from recognized early intervention programs for children showing a typical development. Attention will be given to adopting strategies to include exceptional children in programs for typically developing young children. Field experiences required.

EDN 460. Administration of Preschool Programs (3) Prerequisites: EDN 204, admission to Watson School of Education. The administration of early childhood education programs will be studied, including planning, scheduling, enrollment, licensure and evaluation of programs operating in various settings. Relevant federal and state legislation, policies and regulations will be examined. Public policy questions in the United States and the implications of policy decisions for program administration will be examined. Possibilities for integrating child and parent education will also be explored. Field experiences required.

EDN 463. Child, Family and Teacher Relations (2) Prerequisites: Admission to the Watson School of Education and completion of all EDN specialty courses. This course is designed to enable students to develop their knowledge of the elements of partnership with families in early childhood settings. The course develops an understanding of traditional and non-traditional families, structural and lifestyle variations and parenting in diverse cultures and at-risk families. Approaches for establishing and sustaining collaboration among professionals, parents, caregivers and community agencies on behalf of children with and without special needs will be explored. Field experiences required.

EDN 465. Practicum in Education of Young Children (B-K) (12) Prerequisites: Admission to Watson School of Education and completion of all specialty area coursework. A 2.70 GPA on all work at UNCW is required. A full-time practicum experience with young children and their families in an approved early childhood setting. Students will engage in a variety of supervised activities assuming an increasing amount of responsibility for all phases of an educational program for young children and their families. Emphasis is on the teacher intern as a decision maker and reflective practitioner.

EDN 466. Enhanced Practicum in Preschool Settings (3) Prerequisites: EDN 380, 430 and 451 and permission of instructor. Assists practicing Pre-K teachers without current B-K licensure to develop and refine the skills necessary to apply successful instructional practices in an early childhood classroom setting. Discussion will include shifting paradigms in teaching/learning and how they relate to current trends in early childhood education. Emphasis will be placed on understanding the role of developmentally and individually appropriate practices with preschool children.

EDN 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, junior or senior standing and consent of department chair.

EDN 495. Selected Topics in Education (1-3) Prerequisite: Junior or senior standing. Selected topics in education of varying duration and credit. May be repeated for a maximum of 6 semester hours.

EDN 499. Honors Work in Education (2-3) Prerequisite: Senior standing. Independent study for honors students.

Pre-Engineering
(College of Arts and Sciences)

EGN 101. Introduction to Engineering (2) Prerequisite: MAT 111. Profession and practice of engineering. Ethics, professionalism, unit systems, problem solving, data presentation, communication, teamwork, and design.

English Course Descriptions
(Department of English)

ENG 101. College Writing and Reading I (3) Prerequisite: Evidence of competence on an English placement test. Introduction to college-level writing and reading. Extensive practice in analyzing and responding to texts, with emphasis on narrative and expository forms appropriate to academic writing. Includes a mandatory common final.

ENG 103. College Writing and Reading (Advanced) (3) Prerequisite: Special competence demonstrated in an English placement test, Advanced Placement test, or CLEP test. College-level writing and reading for advanced students. Extensive practice in composing processes and in gathering, analyzing, synthesizing, and documenting information from sources.

ENG 105. English as a Second Language (See FLL 105, Foreign Languages and Literatures)

ENG 110. Introduction to Literature (3) An introductory course in reading and responding to literature in a variety of genres, such as poetry, fiction, drama, and literary non-fiction. Individual sections may be organized around genres, a series of themes, or a particular theme, as indicated by subtitles published in each course schedule. May not be repeated under different subtitles.

ENG 201. College Writing and Reading II (3) Prerequisite: ENG 101 and sophomore standing. College-level writing and reading, including continued practice in the composing process, with emphasis on argumentation and research. Frequent projects in gathering, analyzing, synthesizing, and documenting information from sources.

ENG 202. Introduction to Journalism (3) Prerequisite: ENG 103 or 201, or consent of instructor. Introduction to news values, style, and writing. Focus is on writing news leads and news stories under deadline pressure. Also included: note taking, interviewing, and an introduction to feature writing.

ENG 204. Introduction to Technical Writing (3) Prerequisite: ENG 103 or 201, or consent of instructor. An introductory survey of concepts in technical writing, including audience analysis, research methods, visual thinking, and composing process.

ENG 205. Approaches to the Study of Literature (3) Prerequisite or corequisite: ENG 103 or 201. An introduction to the study of literature with an emphasis on using the theories and methods of literary criticism to write about literature. Students apply a variety of interpretive strategies to literary texts to develop their knowledge of how to interpret and write about literature.

ENG 209. (CLA 209) Classical Literature in Translation: Topics (3) Prerequisite or corequisite: ENG 103 or 201, or consent of instructor. Major authors of ancient Greece and Rome. Emphasis on ancient literature in its social context and on classical themes in later literatures. May be repeated under a different subtitle.

ENG 210. (CLA 210) Mythology (3) Prerequisite or corequisite: ENG 103 or 201, or consent of instructor. The major mythological systems of Western society - Greek, Roman, and Norse. Mythology of other parts of the world, especially the Ancient Middle East, and related material are also considered.

ENG 211, 212. British Literature to 1800, British Literature since 1800 (3,3) Prerequisite or corequisite: ENG 103 or 201, or consent of instructor. 211: A survey of major British authors from the Anglo-Saxon period through the eighteenth century; 212: A survey of major British authors of the nineteenth and twentieth centuries. Both courses examine representative selections from an analytical and historical perspective.

ENG 223, 224. American Literature to 1870, American Literature since 1870 (3,3) Prerequisite or corequisite: ENG 103 or 201, or consent of instructor. 223: The literature of colonial and early America and of the Romantic era. 224: The literature of American Realism and the twentieth century.

ENG 225, 226. World Literature to 1600, World Literature since 1600 (3,3) Prerequisite or corequisite: ENG 103 or 201, or consent of instructor. Representative works of world literature (excluding British and American authors), including both Western and non-Western works. 225: Work from ancient times to about 1600; 226: 1600 to the present.

ENG 230. Women in Literature (3) Twentieth-century literature by and about women. Focuses on changes in images and roles of women. May include fiction, poetry, drama, and nonfiction.

ENG 232. African American Literature (3) Prerequisite or corequisite: ENG 103 or ENG 201 or consent of instructor. Survey of the African American literary tradition, from the eighteenth century to the present and including such writers as Douglass, Chesnutt, Hurston, Baldwin, Walker, and Morrison.

ENG 233. The Bible as Literature (3) Prerequisite or corequisite: ENG 103 or 201, or consent of instructor. Study of types of Biblical literature, including narratives from the Old and New Testaments, sermons, parables, and poetry. Attention is given to the Bible as literature in itself and as a source of symbols and allusions in Western culture.

ENG 270. (FST 203) (THR 270) Introduction to Film Study (3) Introduction to film study, including analysis of cinematography, editing, composition, dialogue, genre, narrative and the relation of sound to image. Films drawn from various national cinemas, representing diverse styles, periods and genres. Three lecture and two screening hours each week.

ENG 290. Themes in Literature (3) Prerequisite or corequisite: ENG 103 or 201, or consent of instructor. An interdisciplinary study of a significant theme, such as war and peace, justice, love, youth and age, focusing primarily on literary works but also drawing on sources from other fields, including art, music, and history. May be repeated under a different subtitle.

ENG 302. Journalism Workshop (3) Prerequisite: ENG 202, or consent of instructor. Continuation of ENG 202. Focus is on gathering news from various community and campus sources and writing in news style under deadline pressure. Also included: some attention to feature and editorial writing.

ENG 303. Reading and Writing Arguments (3) Prerequisite: ENG 103 or 201. Instruction in rhetorical principles and their use in both analyzing and constructing persuasive texts.

ENG 304. Writing for Teachers (3) Prerequisite: ENG 103 or 201. Introduction to theories of composing, rhetoric, assessment, and literacy pedagogy for prospective teachers. Emphasis on

analyzing student texts and engaging in various writing projects appropriate for professional development.

ENG 306. Essay Writing (3) Prerequisite: ENG 103 or 201. Instruction in the genre and craft of the essay, with emphasis on the use of close observation, research, and reflection.

ENG 310. Theory and Practice of Editing (3) Prerequisite: ENG 103 or 201. Instruction in revising, editing and copy editing. Techniques and strategies for getting prose ready for publication. Extensive practice in editing professional and student samples.

ENG 311. Professional Magazine Writing (3) Prerequisite: Three hours in writing courses beyond ENG 103 or 201, or consent of instructor. Writing of nonfiction prose intended for publication in newspapers, magazines, and journals.

ENG 312. Writing for Business (3) Prerequisite: ENG 204, or consent of instructor. Study of genres of writing in business, including letters, memoranda, and e-mail; procedures and manuals; application letters and resumes; reports, proposals, and performance evaluations.

ENG 313. Writing About Sciences (3) Prerequisite: ENG 204, or consent of instructor. Study of genres most appropriate for writing in the sciences, including protocols, reports, and literature reviews. Emphasis on developing style and designing effective graphics.

ENG 314. Writing and Technology (3) Prerequisite: ENG 204, or consent of instructor. Study of the intersection between writing and technology, including Web page creation, documentation, usability, desktop publishing, and the use of graphics with text.

ENG 315. Topics in Writing and Rhetoric (3) Prerequisite: Three hours in writing courses beyond ENG 103 or 201, or consent of instructor. A focused study of a theme, issue, or genre in writing or rhetoric. May be repeated once under a different subtitle.

ENG 316. Analyzing Style (3) Prerequisite: ENG 103 or 201. Analysis of written style, emphasizing rhetorical principles and textual features. Application of stylistic principles in the creation of written texts.

ENG 317. (FST 317) Writing about Film (3) Prerequisite: ENG 270 (FST 203) (THR 270) or permission of instructor. Instruction and practice in the techniques of writing essays about film. Writing assignments might include reviews, features, scholarly articles or theoretical essays.

ENG 318. Writing and Activism (3) Prerequisite: Three hours in writing courses beyond ENG 103 or 210, or consent of instructor. Study of visual and textual elements of documents generated in the service of activist causes. Themes may include propaganda, grassroots and electronic activism, and the negotiation of power.

ENG 319. Document Design (3) Prerequisite: ENG 204, or consent of instructor. Study of effective design of print and electronic documents. Emphasis on browsing patterns, usability, the interaction of text and graphics, and visual rhetoric.

ENG 320. Introduction to Linguistics (3) An introduction to the study of human language, including such topics as the sounds, structure, and meaning of language; language and social interaction; the ways languages change; and the ways children learn language.

ENG 321. Structure of the English Language (3) Study of the grammatical structure of the English language and the process by which we create and comprehend English sentences. Emphasis on recent syntactic models.

ENG 322. Language and Meaning (3) Study of factors that shape meaning in verbal and nonverbal communication. Topics may include the language of persuasion, propaganda, and prejudice; language and culture; conversation and logic; and vernacular languages.

ENG 323. History of the English Language (3) The development of the English language from Old English to the present; changes in sounds, vocabulary, syntax, meaning, and spelling; formation of American dialects.

ENG 324. Topics in Linguistics (3) The study of a selected topic in human language. Content varies from semester to semester. May be repeated under a different subtitle.

ENG 332. Shakespeare's Early Plays and Poems (3) Prerequisite: ENG 204 or 205, or consent of instructor. Study of eight to ten plays written before 1600 and selected sonnets. Included are tragedies, comedies, and histories.

ENG 333. Shakespeare's Later Plays (3) Prerequisite: ENG 204 or 205, or consent of instructor. A study of eight to ten plays written after 1600. Included are tragedies, comedies, and histories.

ENG 335. Restoration and Eighteenth-Century Literature (3) Prerequisite: ENG 204 or 205, or consent of instructor. Major writers and types of literature between 1660 and 1800, including the emergence of such genres of popular literature as the novel, the comedy of manners, and political satire.

ENG 336. British Romanticism (3) Prerequisite: ENG 204 or 205, or consent of instructor. Selected poetry and prose of the Romantic period, 1780-1830. Emphasis on developments in poetry, historical and political issues, and aesthetic theory. Includes writers such as Wollstonecraft, Blake, Wordsworth, Coleridge, the Shelleys, Austen, and Keats.

ENG 337. Victorian Literature (3) Prerequisite: ENG 204 or 205, or consent of instructor. British literature from 1830 to 1900. Emphasis on the novel, poetry, and prose of the period against the historical and cultural backdrop of urbanization, industrialism, and the rise of the British Empire. Includes authors such as Tennyson, the Brownings, Arnold, the pre-Raphaelites, Dickens, Eliot, and Thackeray.

ENG 338. British Modernism (3) Prerequisite: ENG 204 or 205, or consent of instructor. Study of a broad range of writings from the first half of the twentieth century. May include works by such authors as Conrad, Lawrence, Joyce, Woolf, Yeats, Shaw, and Auden.

ENG 340. Multiculturalism and Literature (3) Prerequisite: ENG 204 or 205, or consent of instructor. Multicultural literatures within and outside of the United States, such as African and African American, Asian and Asian American, Latin American and Latino literature; introduction to contemporary perspectives on multiculturalism.

ENG 341. Postcolonial and Third World Literature (3) Prerequisite: ENG 204 or 205, or consent of instructor. Literature of postcolonial and Third World regions, with emphasis on Africa and its diaspora, Latin America, and Asia. Introduction to postcolonial theories.

ENG 342. Studies in Non-Western or Non-Canonical Literature (3) Prerequisite: ENG 204 or 205, or consent of instructor. Study of a topic in non-Western or non-canonical literature. May be repeated under a different subtitle.

ENG 350. American Romanticism (3) Prerequisite: ENG 204 or 205, or consent of instructor. Study of the major writers, 1820-1865, whose works fashioned a national literary identity

known as the American Renaissance. May include writers such as Emerson, Thoreau, Hawthorne, Poe, Whitman, Melville, and Dickinson.

ENG 351. American Realism (3) Prerequisite: ENG 204 or 205, or consent of instructor. Major writers in the period of emerging industrialism and urbanization after the Civil War, such as Howells, Twain, James, Wharton, Crane, Cather, and Dreiser.

ENG 352. American Modernism (3) Prerequisite: ENG 204 or 205, or consent of instructor. Study of a broad range of writings from the first half of the twentieth century. Includes works by such authors as Eliot, Pound, Stevens, O'Neill, Hemingway, Fitzgerald, Porter, Faulkner, and Hurston.

ENG 353. Southern American Literature (3) Prerequisite: ENG 204 or 205, or consent of instructor. Study of nineteenth- and twentieth-century Southern literature, ranging from southwestern humor sketches written before the Civil War to recent literature by such authors as Welty, O'Connor, Faulkner, Ellison, Percy, and Williams.

ENG 354. North Carolina Writers (3) Prerequisite: ENG 204 or 205, or consent of instructor. Short stories, novels, and poetry by North Carolina writers such as Chesnutt, Wolfe, Jarrell, Godwin, Gibbons, Smith, and Edgerton

ENG 355. Ethnic Literature of the United States (3) Prerequisite: ENG 204 or 205, or consent of instructor. Literature of various American ethnic groups, with emphasis on African American, Jewish American, Native American, Hispanic American, and Asian American literature.

ENG 356. American Indian Literatures (3) Prerequisite: ENG 204 or 205, or consent of instructor. Study of past and present literatures of various North American Indians, including oral traditions, tales, poetry, and fiction.

ENG 361. Studies in the Short Fiction (3) Prerequisite: ENG 204 or 205, or consent of instructor. Types of short fiction such as the short story and novella, with emphasis on the features and development of the genres. Works from one or more periods, authors, and traditions. May be repeated under a different subtitle.

ENG 362. Studies in the Novel (3) Prerequisite: ENG 204 or 205, or consent of instructor. Types of the novel, with emphasis on the features and development of the genre. Works from a variety of periods, authors, and traditions. May be repeated under a different subtitle.

ENG 363. Studies in Nonfiction (3) Prerequisite: 204 or 205, or consent of instructor. Types of nonfiction prose, including biography, autobiography, memoirs, journals, and various essay forms. Works from a variety of periods, authors, and traditions. May be repeated under a different subtitle.

ENG 364. Studies in Poetry (3) Prerequisite: ENG 204 or 205, or consent of instructor. Major types of poetry, with emphasis on their form, style, and interpretation. Poems from a variety of periods, authors, and traditions. May be repeated under a different subtitle.

ENG 365. (THR 365) Studies in Drama (3) Prerequisite: ENG 204 or 205, or consent of instructor. A variety of plays representing tragedy, comedy, and modern forms. Works from a variety of periods, authors, and traditions with some attention to dramatic criticism. May be repeated under a different subtitle.

ENG 366. (FST 366) Topics in British and American Cinema (3) Prerequisite: ENG 270 (FST 203/THR 270) or permission of instructor. A selected genre, period, style, theme or filmmaker

in American and British film. May be repeated under a different subtitle. Three lecture and three screening hours each week.

ENG 370. European Literature to 1900 (3) Prerequisite: ENG 204 or 205, or consent of instructor. Major writers of Continental Europe prior to 1900, such as Boccaccio, Cervantes, LaFayette, Goethe, and Flaubert.

ENG 371. European Literature Since 1900 (3) Prerequisite: ENG 204 or 205, or consent of instructor. Major writers of Continental Europe after 1900, such as Hesse, Brecht, Camus, Sartre, and Lorca.

ENG 372. Contemporary Literature (3) Prerequisite: ENG 204 or 205, or consent of instructor. Study of a broad range of literature from the second half of the twentieth century to the present. Includes from such writers as Carver, Lowell, Morrison, Oates, O'Connor, and Updike.

ENG 373. The Female Tradition in Literature (3) Prerequisite: ENG 204 or 205, or consent of instructor. Study of gender issues, themes, and character portrayal in literature by women, as well as consideration of the ways in which female authors both follow and challenge literary conventions.

ENG 374. American and British Poetry 1900-1945 (3) Prerequisite: Six hours of literature at the 200 level or above, or consent of instructor. Pre-World War II poets such as Hopkins, Yeats, Pound, Eliot, Frost, and Stevens. Trends in modern poetry are considered.

ENG 375. American and British Poetry since 1945 (3) Prerequisite: ENG 204 or 205, or consent of instructor. Post-World War II poets such as Roethke, Lowell, Giovanni, Plath, and Hughes. Trends in postmodern poetry are considered.

ENG 376. (FST 376) American Cinema 1927 to 1960 (3) Prerequisite: ENG 270 (FST 203/THR 270) or permission of instructor. History and aesthetics of American cinema from the beginning of sound film until the break-up of the studio system, focusing on the height of the Hollywood studio era. Classical genres and styles and prominent Hollywood filmmakers. Three lecture and two screening hours each week.

ENG 377. (FST 377) American Cinema Since 1961 (3) Prerequisite: ENG 270 (FST 203/THR 270) or permission of instructor. History and aesthetics of American cinema since the end of the studio era, emphasizing the continuities and breaks with the "Classical Hollywood Cinema." Three lecture and two screening hours each week.

ENG 380. Literature for Children (3) Prerequisite: ENG 204 or 205 and admission to the Watson School of Education or approval of instructor. An advanced study of critical approaches to children's literature of various genres. Intended for anyone interested in children's literature and children's culture(s) as well as for future teachers.

ENG 381. Literature for Young Adults (3) Prerequisite: ENG 204 or 205, or consent of instructor. Advanced examination of literature for adolescents. Intended for anyone interested in adolescent literature and adolescent culture as well as for future teachers.

ENG 382. Ways of Teaching Literature (3) Prerequisite: ENG 204 or 205, or consent of instructor. A survey of written, oral, visual, and dramatic responses to literary texts. Response-based approaches to the study of literature appropriate for middle and secondary teaching.

ENG 383. Classics Reconsidered (3) Prerequisite: ENG 204 or 205, or consent of instructor. Study of classic works of poetry, fiction, and drama commonly taught in high school English

classes. Includes an examination of what constitutes a literary "classic," who labels classics, and how the social status of certain literary works influences what is commonly taught in high school English classes. Especially recommended for prospective teachers.

ENG 384. Reading Popular Culture (3) Prerequisite: ENG 204 or 205, or consent of instructor. Critical study of popular literature as it reflects the meanings and values that shape the perception of reality for the majority of people within a culture. Includes texts in both print and film from various time periods and countries.

ENG 386. Critical Theory and Practice (3) Prerequisite: ENG 205 and three hours of literature at the 300-400 level, or consent of instructor. An introduction to representative twentieth- and twentieth-first-century literary theories and practice in applying them to various texts.

ENG 387. History of Literary Criticism and Theory (3) Prerequisite: ENG 205 and three hours of literature at the 300-400 level, or consent of instructor. A study of the major critical and theoretical statements that have been influential in how we think about literary texts, from the ancient Greeks to the postmodernists.

ENG 388. Rhetorical Theory (3) Prerequisite: Three hours in writing courses beyond ENG 103 or 201, or consent of instructor. Survey of major theories of rhetoric as they apply to written discourse. May be taught from historical or thematic perspectives.

ENG 390. Studies in Literature (3) Prerequisite: ENG 204 or 205, or consent of instructor. A selected literary theme, movement, period, influence, or genre. May be repeated under a different subtitle.

ENG 430. (504) The Age of Chaucer (3) Prerequisite: Nine hours of literature courses, including ENG 211 and at least three hours at the 300-400 level, or consent of instructor. A survey of works written in medieval England. Included are *The Canterbury Tales*, selections from Chaucer's other works, and representative works in such genres as chronicle, biography, epic, romance, dream vision, and drama.

ENG 431. (505) The Age of Elizabeth (3) Prerequisite: Nine hours of literature courses, including ENG 211 and at least 3 hours at the 300-400 level, or consent of instructor. English literature of the sixteenth and early seventeenth centuries. Works studied include poetry by Spenser and Shakespeare, plays by Marlowe and Jonson, and prose by More and Sidney.

ENG 432. (506) The Age of Milton (3) Prerequisite: Nine hours of literature courses, including ENG 211 and at least 3 hours at the 300-400 level, or consent of instructor. Emphasis on the works of Milton. Also includes works by Donne, Herbert, and Bacon.

ENG 490. (509) Topics in Literature (3) Prerequisite: Nine hours of literature courses, at least three hours at the 300-400 level, or consent of instructor. The study of a selected literary theme, movement, period, influence, or genre. May be repeated under a different subtitle.

ENG 491. Directed Individual Study (1-3) Prerequisite: Nine hours of literature or writing courses (depending on project focus), at least three of which are at the 300-400 level; overall GPA of at least 2.00; junior or senior standing; and consent of instructor, department chair, and dean. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Study section in this catalogue.

ENG 495. Senior Seminar in Literature/Language (3) Prerequisite: ENG 205 and senior standing, plus nine hours of ENG courses in literature or language, including at least three hours at the 300 level or above, or consent of instructor. Intensive study of an author or topic in literature

or language. Emphasis on individualized work, which may include reports, a longer research project, and appropriate bibliographic assignments. Required of English majors in the Literature Option; fulfills seminar requirements for majors in the Teacher Licensure and Individualized Options. May be repeated under a different subtitle.

ENG 496. Senior Seminar in Writing/Rhetoric (3) Prerequisite: Senior standing, plus nine hours of writing courses beyond ENG 103 or 201, or consent of instructor. Intensive study of a theme, issue, or genre in writing or rhetoric. Required of English majors in the Professional Writing Option; fulfills seminar requirement for majors in the Teacher Licensure and Individualized Options. May be repeated once under a different subtitle.

ENG 498. Internship in Writing (3-6) Prerequisite: ENG 103 or 201, and nine additional hours of writing courses, of which at least 3 hours are at the 300-400 level. Academic training and practical writing experience through work in a private company or public agency. Faculty supervision and evaluation of all study and on-site activity. Open to students of junior or senior standing in all majors who have been approved by the faculty internship advisor.

ENG 499. Honors Work in English (2-3) Prerequisite: Eligibility for honors program and nine hours of literature or writing courses (depending on project focus), at least three hours at the 300-400 level. Independent study for honor students.

For 292 and 492, see explanation on p. 184.

Environmental Studies Course Descriptions

(Department of Environmental Studies)

EVS 120. (GLY 120) Environmental Geology (3) Introduction to the relationships between man and his geologic environment. Concerned with the problems that people have in using the earth and the reaction of the earth to that use. Emphasis is placed on earth processes, earth resources, and properties of rocks and surficial deposits insofar as they are important to or affect human activities.

EVSL 120. (GLYL 120) Environmental Geology Laboratory (1) Prerequisite or corequisite: GLY 120. Laboratory analysis of earth materials and resources. Applications of geologic principles to solving current environmental problems. Three laboratory hours each week and required field trips.

EVS 195. Introduction to Environmental Studies (3) Interdisciplinary introduction to the scope and application of environmental studies. Emphasis will be placed on an integrated analysis of environmental principles and discussions centering on current environmental problems.

EVS 205. Global Environmental Issues (3) Interdisciplinary study of global environmental issues concentrating on three major current problems: the Antarctic ozone hole and stratospheric ozone depletion around the world, global warming, and acid rain. Causes, effects, health concerns, policy implications, international negotiations, and development of treaties.

EVS 325. (ECN 325) Environmental Economics (3) Prerequisite: ECN 125 or ECN 221 and junior standing. Application of basic economic principles to help understand environmental problems and evaluate alternative solutions. Economic principles used to analyze fundamental environmental issues such as property rights, externalities, conservation, public good, environmental protection, natural resource damage assessment, and pollution control. Specific focus on methods for non-market valuation.

EVS 330. (ECN 330) Natural Resource Economics (3) Prerequisite: ECN 125 or ECN 221 and junior standing. Economic principles developed and applied to evaluate public and private decisions involving the use and allocation of natural resources. Optimal control theory developed and applied to the management of natural resources. Attention to specific resource management areas such as forests and fisheries. Feasibility of alternatives for public policy.

EVS 360. Human Dimensions of Natural Resource Management (3) Prerequisite: EVS 195. The history, development, legislation and management of natural resource-based recreation areas. Management techniques used by federal, state and municipal recreation resource agencies highlighted.

EVS 361. History and Philosophy of Natural Resources Management (3) Prerequisite: EVS 195. Development of natural resources management in the United States. Specific attention to historical development of natural resources management policy, and the philosophical stance of individuals who are instrumental in creation of those policies.

EVS 362. (BLA 362) Environmental Law (3) Prerequisite: Junior or senior standing or consent of instructor. Examination of the purposes, methodology, and impacts of the environmental regulatory process, ranging from traditional common law remedies to novel approaches such as the pollution rights markets.

EVS 363. Environmental Education and Interpretation (3) Prerequisite: EVS 195. Techniques for interpreting natural and cultural resources to the public. Focus on the development of experiential program techniques and the use of written, visual, and audiovisual media to provide natural history, cultural heritage and ecological concepts to the public.

EVS 370. (PSY 370) Environmental Psychology (3) Prerequisite: PSY 105. Interactions between the physical environment and behavior of the individual. Emphasis on perception of the environment, the behavioral effects of noxious factors in the environment, the psychology of environmental design, and the formation and change of attitudes about the environment.

EVS 380. Undersea Science and Technology (3) Prerequisite: BIO 204, EVS 195, TEC 101. Interdisciplinary introduction to the technological developments used to explore and work in the undersea environment. Emphasis is placed on case studies. Involves researching, writing, presenting, defending, and critiquing peer-reviewed research proposals.

EVS 420. (GLY 420) (PHY 420) Global Climate Change (3) Prerequisites: PHY 102, CHM 102, MAT 162. Analysis of natural and anthropogenic global climate changes. Historical and geological records of climate including sediment, tree ring, and ice core analysis. Physics and chemistry of climate, including Earth's energy balance, global carbon cycle, climate modeling, atmospheric composition and dynamics.

EVS 470. Advanced Natural Resource and Wildland Management (3) Prerequisites: EVS 195 and EVS 360. An in-depth study of natural resource management. Emphasis on application of management techniques to resource problem solving in wildland areas.

EVS 471. Management of User-Oriented Natural Resource Areas (3) Prerequisites: EVS 195 and EVS 360. In-depth study of natural resource management. Emphasis on application of management techniques to user-oriented natural resource areas, including land use, planning practices and standards, and facility design.

EVS 478. Hazardous Waste Operations and Emergency Response (HazWOpER) (3) Prerequisite: Junior or senior standing, or consent of instructor. Study of the physical and chemical hazards present at hazardous waste sites and those encountered during environmental clean-ups, as

well as OSHA regulations pertaining to those sites. The class will meet the 40 CFR 1910.120 requirements for 40+ hours of training and OSHA certification will be issued.

EVS 479. Introduction to Research Diving (2) Prerequisites: SCUBA certification, medical exam, and permission of instructor. Introduction to advanced diving, research diving, enriched air nitrox, dive rescue, and oxygen administration techniques. Student will be eligible to participate as a scientific diver-in-training or scientific diver at their home institution after completion (including UNCW). Instructors are experienced in using scuba diving as a research tool.

EVS 485. Special Topics in Advanced Environmental Science (1-6) Prerequisite: Junior or senior standing and EVS 195 or consent of instructor. Selected topics in environmental science not covered in detail in regular course offerings. Course may be repeated for a maximum of 12 semester hours under different subtitles.

EVS 488. (BIO 488) Forensic Environmental Science (3) Prerequisite: CHM 102 or equivalent and junior status. Presentation and practice of the techniques for applying scientific methods, investigative procedures, legal standards of evidence, and case preparation techniques to investigation of environmental problems. Three lecture hours each week.

EVS 490. Senior Project (1-6) Prerequisite: Senior standing and permission of instructor. A research project and seminar under the supervision of a committee of environmental studies faculty. The project should involve the investigation of a current problem in the Environmental Studies field, and the preparation of a written report on the findings.

EVS 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, junior or senior standing, and consent of instructor, department chair and dean. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue.

EVS 495. (EVS 501) Seminar in Environmental Studies (3) Prerequisite: Junior or senior standing in environmental studies, and consent of instructor. Individual reports and group discussions of the results of student field, laboratory or library research on selected topics in environmental planning and policies.

EVS 497. Practicum in Environmental Studies (1-12) Prerequisite: Junior or senior standing in environmental studies, 2.00 GPA overall, consent of instructor. Advanced field placement experience in governmental, corporate, NGO or other setting in the environmental field. Provides extended opportunity for fieldwork, research, and creative projects. Relates theory to practical application in the field. Requires a minimum of 150 hours of coursework.

EVS 498. Internship in Environmental Studies (1-12) Prerequisite: Junior or senior standing in environmental studies, 2.00 GPA overall, consent of instructor, director of Environment Studies, and dean of College of Arts and Sciences. Synthetic approach to the study of the environment. Development of the "holistic" view of the environment, its interrelationship with science, technology, and society in a seminar format. Involves a work experience with an agency or organization in the area of environmental studies.

EVS 499. Honors Work in Environmental Studies (2-3) Prerequisite: Senior standing. Independent study for honors students.

For 292 and 492; 294 and 494, explanation on p. 184, 104.

Finance Course Descriptions

(Department of Economics and Finance)

FIN 235. Personal Finance (3) Study of individual and family financial decisions. Designed to prepare the student to exercise intelligent control over income, expenditures, borrowing, savings and investments. Recommended elective for non-business majors. (Not open to students who have earned credit for FIN 330.)

FIN 330. Principles of Investments (3) Prerequisite: ACG 201 and ECN 222. An introduction to alternative investments, with major emphasis on financial instruments. Practical descriptive material and relevant theoretical applications. Topics include stocks, bonds, and other financial alternatives.

FIN 331. Real Estate (3) Prerequisite: ACG 201 and ECN 222. Principles of property management and practices relating to appraisal, sales, ownership, control, financing, and transfer of real property.

FIN 332. Risk Management and Insurance (3) Prerequisite: ACG 201 and ECN 222. An introduction to the risk management function and to the basic methods used to handle risks facing the business enterprise, families and individuals. Emphasis is on the insurance method of handling risk with study of the concepts underlying insurance, the fundamentals of insurance contracts, and a broad selection of policy coverage in the property and liability, and life and health fields.

FIN 335. Principles of Financial Management (3) Prerequisite: ACG 203, ECN 222, and QMM 280. An introduction to the finance function of business enterprise and to the analytical techniques used in making investment and financing decisions.

FIN 336. Intermediate Corporate Finance (3) Prerequisite: FIN 335. The study of the theory and practice of corporate finance with special emphasis on the evaluation and financing of capital expenditures. Topics include cash flow determination, firm valuation, the Capital Asset Pricing Model, and an introduction to option pricing.

FIN 410. Financial Statement Analysis (3) Prerequisite: FIN 335. An examination of the conceptual background and analytical tools necessary to understand and interpret financial statements. Students will learn how to access, manipulate, and analyze financial statement data from various databases.

FIN 430. Investment Management (3) Prerequisite: FIN 330 and 335. An analytical approach to the valuation of stocks, bonds and options and the placement of those securities in Markowitz-efficient portfolios. Technical and fundamental analysis, market efficiency and valuation methods are examined. Both application and theory are emphasized.

FIN 431. Real Estate Investment Analysis (3) Prerequisite: FIN 335 and FIN 331. The decision-making process in real estate investment analysis including risk and return, financing alternatives, tax implications, and pricing and development alternatives.

FIN 433 (ECN 433) Introduction to Speculative Markets (3) Prerequisite: ECN 324 and FIN 335 or permission of instructor. Elementary economics of financial futures and options markets. Mechanics of trading and coverage of existing regulations. Pricing and strategies in options and futures contracts in the markets for financial assets and commodities. Hedging, risk management and valuation.

FIN 436. Advanced Financial Management (3) Prerequisite: FIN 330 and 336. Financial analysis and decision making in the modern business organization. Theoretical foundations of financial decision-making are emphasized, including both working capital and fixed capital requirements.

FIN 437. Commercial Bank Management (3) Prerequisite: ECN 324 and FIN 335. A study of commercial bank operations and the regulatory environment of banking. Topics will include the evolution of regulation in the United States, industry structure, analysis of bank financial statements, asset/liability management, and capital requirements.

FIN 438. Commercial Lending and Credit Analysis (3) Prerequisite: FIN 335. Topics covered include the lending function of commercial banks, specifically focusing on the analysis of a firm's financial statements to determine the creditworthiness of a loan request. Cases augment the lecture material.

FIN 439. Multinational Financial Management (3) Prerequisite: FIN 335. An examination of the issues affecting the financial managers of multinational corporations. Topics include managing foreign exchange risk, international financial decisions, and factors affecting foreign direct investment.

FIN 491. Directed Individual Study (1-6) Prerequisites: Junior or senior standing and consent of department chairperson.

FIN 495. Seminar in Finance (1-3) Prerequisites: Junior or senior standing and consent of the department chairperson. This course may be repeated under a different subtitle.

FIN 498. Internship in Finance (1-6) Prerequisites: Senior status and consent of department chairperson. Involves the application of financial concepts in a "real world" setting. The participant receives hands-on experience under the joint guidance of a manager from a business or not-for-profit organization and a faculty supervisor.

FIN 499. Honors Work in Finance (2-3) Prerequisite: Senior standing. Independent work for honors students.

Foreign Languages and Literatures Course Descriptions

(Department of Foreign Languages and Literatures)

FLL 105. English as a Second Language (3) Prerequisite: Consent of instructor (based on language proficiency test score). Development of English language proficiency of non-native speakers attending the university. Extensive exposure to reading, writing, speaking, and listening activities.

FLL 205. (FST 205) Perspectives in World Cinema (3) A survey of selected national cinemas with a focus on major narrative films and the cultural and historical context from which they derive. Screening and discussion of cinematic works in their original language with English subtitles.

FLL 230 (FST 230, WMS 230). Women in Film (3) Survey and analysis of films by women filmmakers throughout the world. Diverse film styles, periods, and genres will be represented. Screening and discussion of cinematic works in their original language with English subtitles when needed.

FLL 480. (FST 480) Special Topics in World Cinema (3) Advanced study of a selected topic in world cinema. May be repeated under a different subtitle.

Fine Arts Course Descriptions

(College of Arts and Sciences)

FNA 101. Cultures of the World Through Music and Dance (3) Examination of a variety of musical styles and dance forms from around the world, with attention to cultural issues and practices. Includes participation in dance and musical experiences.

French Course Descriptions

(Department of Foreign Languages and Literatures)

FRH 101-102. Introductory French (3-3) Emphasis on achievement of an active command of the language. Aural-oral practice; intensive study of the basic patterns of spoken French; reading, writing, and basic conversation. Fall and spring.

FRH 105. French for Travelers (3) General interest course, but designed specifically for those planning to travel in a French-speaking country. Emphasis on practical communication, current vocabulary and colloquial expressions. Realia and audio-visual aids used extensively. Course may be structured to answer specific individual needs.

FRH 115. Intensive Introductory French (6) Intensive multimedia approach to study the language at the introductory level five days a week. Aural-oral practice of the basic patterns of spoken French; reading, writing, listening, basic conversation. Covers the introductory sequence in one semester.

FRH 120. Fundamentals of French (3) Prerequisite: Two units of high school French or appropriate departmental placement test score. Review of the fundamental structure of the language. Aural-oral practice to attain basic active reading, writing, speaking, and listening skills. No credit given after the completion of French 101 or 102.

FRH 201-202. Intermediate French (3-3) Prerequisite: FRH 102 or equivalent. A review of the grammatical structure of the language. Application of the language in composition, conversation and readings.

FRH 209. French Literature in Translation: Topics (3) Representative works from the literature of France and the French-speaking world. Readings and class discussions in English. May be repeated under a different subtitle.

FRH 215. Intensive Intermediate French (6) Prerequisite: FRH 102, 115, 120 or equivalent. Intensive study, application, and practice of the language at the intermediate level five days a week. Review and expansion of students' knowledge of the French language and practice of all skills (reading, writing, speaking, listening) in a multimedia environment. Covers the intermediate sequence in one semester.

FRH 301. Conversation (3) Prerequisite: FRH 202 or equivalent. Practice in the use of everyday French for enrichment of functional vocabulary and improved fluency. Extensive use of authentic materials; situational communicative exercises.

FRH 302-303. Grammar and Composition (3-3) Prerequisite: FRH 202 or equivalent. Thorough study of French grammatical structures and nuances, with attention to the contrasts between French and English. Intensive practice in writing, including editing and rewriting.

FRH 306. Reading Strategies (3) Prerequisite: FRH 202 or equivalent. Strategies for improving reading skills and the interpretation of a wide range of texts from current advertisements, newspapers, and periodicals to traditional literary genres.

FRH 308. French Linguistics (3) Prerequisite: FRH 202 or equivalent. An introduction to the phonetics, phonology, morphology, and syntax of French; emphasis on the French sound system, pronunciation, and intonation.

FRH 311. French Civilization (3) Prerequisite: FRH 202 or equivalent. Geographical, historical, and cultural aspects of France from prehistoric times to the present; oral and written reports.

FRH 318. Contemporary France and the Francophone World (3) Prerequisite: FRH 202 or equivalent. Analysis of selected texts, images, films, and sound recordings from the contemporary French-speaking world. Designed primarily to develop cultural literacy for students planning to work abroad or in an international setting.

FRH 321, 322. Survey of French Literature (3,3) Prerequisite: FRH 301 or equivalent. Extensive readings covering the main currents of French literature; emphasis in classroom discussion on textual analysis and criticism; oral and written reports.

FRH 385. (FST 387) Introduction to French Cinema (3) Prerequisite: Permission of instructor. Analysis of selected films from the silent era to the present, including the "Golden Age" and the Occupation, the New Wave, Francophone cinema, and recent French cinema. Directors studied include the Lumiere brothers, Melies, Renoir, Truffaut, Malle, and current filmmakers.

FRH 405. Advanced Conversation and Composition (3) Prerequisite: FRH 301 or equivalent. Emphasis on oral French, essay writing and translation.

FRH 411. Topics in French Studies (3) Prerequisite: FRH 322 or equivalent. Discussion and interpretation of significant topics of French culture through an interdisciplinary approach. Oral and written reports. May be repeated under a different subtitle.

FRH 412. The Francophone World (3) Prerequisite: FRH 322 or equivalent. Study of representative literary and non-literary texts, films and sound recordings from French-speaking cultures in North America, the Caribbean, Africa, Asia, and elsewhere. Oral and written reports.

FRH 420. Topics in French Literature (3) Prerequisite: FRH 322 or equivalent. The study of a selected literary theme, movement, period, influence, figure, or genre. Oral and written reports. May be repeated once under a different subtitle.

FRH 437. Masterpieces of French Poetry (3) Prerequisite: FRH 322 or equivalent. Reading, discussion and analysis of representative works of French Poetry. Oral and written reports.

FRH 438. Masterpieces of French Drama (3) Prerequisite: FRH 322 or equivalent. The theatre in France from the Renaissance to modern times. Representative texts; oral and written reports.

FRH 439. Masterpieces of French Prose Fiction (3) Prerequisite: FRH 322 or equivalent. Representative works of imaginative French Prose from the 17th century to the present, oral and written reports.

FRH 485. (FST 485) Seminar in French Cinema (3) Prerequisite: At least two 300- or 400-level French courses. Advanced study of a selected topic in French cinema. May be repeated under a different subtitle.

FRH 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, junior or senior standing, and consent of instructor, department chair and dean. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue.

FRH 495. Seminar in French Literature (1-3) Prerequisite: FRH 322 or equivalent. Intensive study of a selected topic in literature. Individualized research, which may include informal and formal presentations, reports, a substantial research project. May be repeated under a different subtitle.

FRH 498. Internship in French (3 or 6) Prerequisite: Junior standing and consent of instructor. A program of work and study conducted within an agency and/or setting that provides practical experience with observation and application of foreign language skills. A maximum of six credit hours may be applied to the degree in French.

FRH 499. Honors work in French (2-3) Prerequisite: Senior standing and eligibility for honors program. Independent study for honors students.

Film Studies Course Descriptions

(Department of Film Studies)

FST 201. Introduction to Film Production (3) Prerequisite: Permission of the chair of Film Studies. Intended for majors and pre-majors in Film Studies. Introduction to applied cinematic language and narrative filmmaking, including pre-production, production, and post-production procedures and techniques such as basic digital editing. Three lecture hours and three laboratory hours each week.

FST 203. (ENG 270) (THR 270) Introduction to Film Study (3) Introduction to film study, including analysis of cinematography, editing, composition, dialogue, genre, narrative and the relation of sound to image. Films drawn from various national cinemas, representing diverse styles, periods and genres. Three lecture hours and two screening hours each week.

FST 204. The Business of Film (3) Prerequisite: Permission of the chair of Film Studies. Introduction to business aspects of the motion picture industry, including the life cycle of a film product from development through distribution and marketing. Emphasis on decisions regarding creative development, financing, legal issues, budgeting, scheduling, marketing, and exhibition.

FST 205. (FLL 205) Perspectives in World Cinema (3) A survey of selected national cinemas with a focus on major narrative films and the cultural and historical context from which they derive. Screening and discussion of cinematic works in their original language with English subtitles.

FST 220. (ART 220) (CSC 220) 3-D Computer Graphics Tools and Literacy (3) Prerequisite: CSC 105, 121 or permission of instructor. Project-based approach to learning fundamental principles of 3-D computer graphics using high-level software tools. Modeling of objects, geometrical transformations, surface algorithms, lighting and shading, alternative rendering techniques, and providing background skills necessary to create animated movies.

FST 225. (THR 225) History and Appreciation of Film: Silent (3) Survey of the development of motion picture from its primitive beginnings to the advent of sound film. A visual illustration of the basic aesthetic principles controlling film as art.

FST 226. (THR 226) History and Appreciation of Film: Sound (3) A continuing survey of cinema from the advent of "talkies" in the mid-1920s to its full artistic expression in the 1960s. Selected films from around the world will be assigned, screened, and discussed.

FST 227 (THR 227). History and Appreciation of Film: Modern (3) Explores the development of world cinema from the 1970s to the present. Emphasis on important films emerging from the Far East, Eastern Europe, former Soviet Republics, and Third World countries.

FST 230 (FLL 230, WMS 230). Women in Film (3) Survey and analysis of films by women filmmakers throughout the world. Diverse film styles, periods, and genres will be represented. Screening and discussion of cinematic works in their original language with English subtitles when needed.

FST 304. (BLA 304) Legal Issues in Film and Entertainment Law (3) Prerequisite: Junior or senior standing. Study of the legal issues impacting the film and entertainment industry, including the legal aspects of business organization, contracts, torts, agency, employment law, environmental regulation, and intellectual property rights.

FST 317. (ENG 317) Writing About Film (3) Prerequisite: FST 203 (ENG 270) (THR 270) or permission of instructor. Instruction and practice in the techniques of writing essays about film. Writing assignments might include reviews, features, scholarly articles or theoretical essays.

FST 318. (CRW 318) Screenwriting I: Introduction to Screenwriting (3) Prerequisite: CRW 206, 207, 208, 209, or FST 201 and permission of the chair of Film Studies. Theory and practice of screenplays and/or documentary scripts for television and film with an emphasis on the fundamentals of narrative structure. Students write original scripts, including a short screenplay for possible use in FST 495.

FST 320. (ART 320) (CSC 320) Computer Animation (3) Prerequisite: FST 220 (ART 220) (CSC 220) or permission of instructor. Basic principles of animation using 3-D computer-generated animation and basic processes for animating synthetic objects through structured exercises. Principles of designing and producing 3-D computer-generated animation through the creation of advanced motion studies. Projects focus on developing higher-level skills in model building, animation and color, and lighting.

FST 335. (THR 335) Acting for the Camera (3) Prerequisites: THR 231 or 332 or permission of instructor. Explores acting techniques particular to the mediums of film and video.

FST 366. (ENG 366) Topics in British and American Cinema (3) Prerequisite: FST 203 (ENG 270) (THR 270) or permission of instructor. A selected genre, period, style, theme or filmmaker in American and British film. May be repeated under a different subtitle. Three lecture hours and two screening hours each week.

FST 367. Film Authors (3) Prerequisite: FST 203 (ENG 270) (THR 270) or permission of instructor. Study of the films of a major producer, director, screenwriter, or other filmmaker, or group of filmmakers with an emphasis upon how their work contributed to the development of the art of film. May be repeated under different subtitles.

FST 368. Studies in Film Styles and Genres (3) Prerequisite: FST 203 (ENG 270) (THR 270) or permission of instructor. Study of film style or genre, such as film noir, the western, the documentary, or the musical. May be repeated under different subtitles.

FST 369. Special Topics in Film Studies (3) Prerequisite: FST 203 (ENG 270) (THR 270) or permission of instructor. Study of a special topic in film history or criticism. Topics might

include censorship in cinema, women in film, or film and social change. May be repeated under different subtitles.

FST 376. (ENG 376) American Cinema 1927-1960 (3) Prerequisite: FST 203 (ENG 270) (THR 270) or permission of instructor. History and aesthetics of American cinema from the beginning of sound film until the break-up of the studio system, focusing on the height of the Hollywood studio era. Classical genres and styles and prominent Hollywood filmmakers. Three lectures hours and two screening hours each week.

FST 377. (ENG 377) American Cinema Since 1961 (3) Prerequisite: FST 203 (ENG 270) (THR 270) or permission of instructor. History and aesthetics of American cinema since the end of the studio era, emphasizing the continuities and breaks with the "Classical Hollywood Cinema." Three lecture hours and two screening hours each week.

FST 386. (GER 385) Introduction to German Cinema (3) Prerequisite: Permission of instructor. Analysis of films from the "Golden Age" of the Weimar Republic, the Third Reich, the New Wave, East German films, and current German and Austrian cinema. Works by Lang, Riefenstahl, Wenders, Reitz, Fassbinder, von Trotta, and recent films.

FST 387. (FRH 385) Introduction to French Cinema (3) Prerequisite: Permission of instructor. Analysis of selected films from the silent era to the present, including the "Golden Age" and the Occupation, the New Wave, Francophone cinema, and recent French cinema. Directors studied include the Lumiere brothers, Melies, Renoir, Truffaut, Malle, and current filmmakers.

FST 388. (SPN 385) Introduction to Spanish Cinema (3) Prerequisite: Permission of instructor. Analysis of representative films by Spanish directors including Luis Buñuel, Carlos Saura, Pedro Almodovar and Bigas Luna, as well as a discussion of recent cinematic works by filmmakers of the younger generation. Films represent a diversity of styles, periods, and genres.

FST 395. Intermediate Seminar in Film Production (3) Prerequisite: FST 201 and permission of the chair of Film Studies. Instruction in the techniques and technologies of digital filmmaking, including camerawork, lighting and grip, sound, and editing.

FST 396. Studio Seminar in Film Production (3) Prerequisite: FST 201 and permission of the chair of Film Studies. Introduction to the process of studio film production, from development to distribution. Topics include locations, production design, casting, cinematography, make-up, costume design, film sound and scoring, editing, and post-production. Lecture and discussion, guest speakers, and on-site observation at Screen Gems Studios and other filmmaking sites in Wilmington.

FST 397. Cinematography (3) Prerequisite: FST 201 and permission of the chair of Film Studies. Introduction to 16mm film and camera equipment, lighting, processing, and the aesthetics of cinematography.

FST 398. Practicum in Film Production (1-3) Prerequisite: FST 201 and permission of the chair of Film Studies. Selected topics in film production. Examples include lighting, still photography, sound, and production design. May be repeated under different subtitles.

FST 399. Film Directing (3) Prerequisite: FST 201 and permission of the chair of Film Studies. Students direct in-class exercises focusing on the dynamics of a scene, communicating with actors, blocking, and capturing action and performance with the camera.

FST 418. (CRW 418) Screenwriting II: Writing the Feature Film (3) Prerequisites: FST 318 (COM 318) (CRW 318) and permission of the chair of Film Studies. Students write, revise, and complete a feature-length screenplay.

FST 419. (CRW 419) Screenwriting III: Film Adaptation (3) Prerequisites: FST 318 (COM 318) (CRW 318) and permission of the chair of Film Studies. Students learn to adapt a literary work, such as a short story or a one-act play, into a screenplay. Students write, revise, and complete a screen adaptation.

FST 440. Film Theory (3) Prerequisite: FST 203 (ENG 270) (THR 270), junior or senior standing and 3 hours of film studies courses at the 300-400 level or permission of instructor. A study of major schools of film theory, such as genre theory, historical criticism, reception theory, auteur theory, formalism, cognitivist film theory and structuralist and post-structuralist film theories.

FST 480. (FLL 480) Special Topics in World Cinema (3) Prerequisite: Nine credit hours in film studies. Advanced study of a selected topic in world cinema. May be repeated under a different subtitle.

FST 485. (FRH 485) (GER 485) (SPN 485) Seminar in World Cinema (3) Prerequisite: Nine credit hours in film studies courses. A course designed to include advanced studies in the Spanish, German, French, or other world cinema. May be repeated under different subtitles.

FST 491. Directed Individual Study (1-3) Prerequisite: Nine hours of film studies courses, at least six of which are at the 300-400 level; overall GPA of at least 2.50; junior or senior standing; consent of instructor, department chair and dean. Investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Study section in this catalogue.

FST 495. Senior Seminar in Film Production (3) Prerequisite: FST 201 and permission of the chair of Film Studies. Collaborative production of a short narrative or documentary motion picture. May be repeated under different subtitles.

FST 496. Senior Seminar in Film Study (3) Prerequisite: Permission of instructor and a minimum 15 hours in film studies (FST courses). Intensive study of a major topic in film studies. Emphasis on individualized work, which may include reports, a longer research project, or a research essay. May be repeated under different subtitles.

FST 497. Advanced Editing (3) Prerequisites: Permission of the chair of Film Studies and a minimum of fifteen hours in film studies (FST) courses. Use of advanced digital editing technology and techniques, including sound editing and mixing, to edit motion pictures.

FST 498. Internship in Film Production (3) Prerequisite: Permission of chair of Film Studies, junior or senior standing, an overall 2.50 minimum GPA, and a minimum of 12 hours in film studies (FST courses). Work and study within the film production industry. Application of filmmaking concepts. May be repeated with permission of the chair of Film Studies.

FST 499. Honors Work in Film Studies (2-3) Prerequisite: Second semester junior or senior standing. Eligibility for honors program and 9 hours of film studies courses, at least 6 hours at the 300-400 level. Independent study for honors students.

German Course Descriptions

(Department of Foreign Languages and Literatures)

GER 101-102. Introductory German (3-3) Emphasis on achievement of an active command of the language. Aural-oral practice, intensive study of the basic patterns of spoken German; reading, writing and basic conversation.

GER 120. Fundamentals of German (3) Prerequisite: Two units of high school German or appropriate departmental placement test score. Review of the fundamental structure of the language. Aural-oral practice to attain basic active reading, writing, speaking, and listening skills, No credit given after the completion of German 101 or 102.

GER 201-202. Intermediate German (3-3) Prerequisite: GER 102 or equivalent. A review of the grammatical structure of the language. Application of the language in composition, conversation and readings.

GER 209. German Literature in Translation: Topics (3) Study of representative works from the literature of the German-speaking world. Readings and class discussions in English. May be repeated under a different subtitle.

GER 211. Germany Today (3) The institutions, customs, and current events in the Federal Republic of Germany. (Taught in English.)

GER 305. Conversation and Composition (3) Prerequisite: GER 202 or consent of instructor. Intensive training in spoken and written German.

GER 311. German Civilization (3) Prerequisite: GER 202 or equivalent. Geographical, historical, political and cultural aspects of Germany from the beginnings to the twentieth century.

GER 385. (FST 386) Introduction to German Cinema (3) Prerequisite: Permission of instructor. Analysis of films from the "Golden Age" of the Weimar Republic, the Third Reich, the New Wave, East German films, and current German and Austrian cinema. Works by Lang, Riefenstahl, Wenders, Reitz, Fassbinder, von Trotta, and recent films.

GER 431. The Classics (3) Prerequisite: GER 202 or equivalent. Works selected from the German classical period. Authors include: Goethe, Schiller, Lessing and Kleist.

GER 432. The Romantics (3) Prerequisite: GER 202 or equivalent. Works selected from the German romantic period. Authors include: Tieck, Eichendorf, Novalis, and Hoffmann.

GER 434. The Moderns (3) Prerequisite: GER 202 or equivalent. Works selected from around 1900. Authors include: Schnitzler, Hoffmannsthal, Bahr, Mann and Rilke.

GER 436. Contemporary Literature (3) Prerequisite: GER 305 or equivalent. Works selected from the latter half of the twentieth century. Authors include: Grass, Böll, Brecht, Frisch, Dürrenmatt, and Walser.

GER 485. (FST 485) Seminar in German Cinema (3) Prerequisite: GER 202 or equivalent. Advanced study of a selected topic in German cinema. May be repeated under a different subtitle.

GER 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, junior or senior standing, and consent of instructor, department chair and dean. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue.

GER 495. Seminar in German Studies (1-3) Prerequisite: GER 305 or equivalent. Intensive study of a selected topic in German Studies. May be repeated under a different subtitle.

GER 498. Internship in German (3) Prerequisite: Junior standing and consent of instructor. A program of work and study conducted within an agency and/or setting that provides practical experience with observation and application of foreign language skills.

Geography Course Descriptions

(Department of Earth Sciences)

GGY 130. Introduction to Physical Geography (4) Spatial distribution of environmental elements and processes, including weather and climate, groundwater, soils, rocks, plate tectonics, landforms, and vegetation. Three lecture and two laboratory hours each week.

GGY 140. Introduction to Human Geography (3) Survey of the geography of human settlement patterns and activity throughout the world. Emphasis on relationships between physical environments and different facets of human culture, including population, resources, regional development, urban growth, and political, linguistic, and religious patterns.

GGY 180. World Geography I (3) Regional survey of historical, physical, economic, and cultural geography of Europe and the Americas. Fundamental locational geography as the foundation for a clear world view and an understanding of global interdependence.

GGY 181. World Geography II (3) Regional survey of historical, physical, economic, and cultural geography of Africa, Asia, and Oceania. Fundamental locational geography as the foundation for a clear world view and an understanding of global interdependence.

GGY 205. Practical Methods in Geography (3) Introduction to fundamental and analytical methods used by professional geographers. Includes examination of geography as a discipline of human inquiry and methods used in all subdisciplines of geography.

GGY 210. Economic Geography (3) Human economic activities, their location and relationships to physical and economic conditions of the environment.

GGY 222. Quantitative Methods in Earth Sciences (3) Use and interpretation of statistical techniques in geographic and geologic research. The course emphasizes problem identification, data collection and interpretation through assignments covering specific kinds of statistical methods.

GGY 230. Introduction to Weather and Climate (3) Examination of general climatic characteristics through space and time, especially as influenced by controls upon temperature, wind and moisture distributions, and by planetary, regional and local atmospheric disturbances.

GGY 235. (GLY 226) Principles of Hydrology (3) Prerequisite: GGY 130 or GLY 101 or GLY 120 (EVS 120). Covers the three main components of terrestrial hydrology: (1) atmospheric water, precipitation, and surface-atmosphere interactions; (2) groundwater, infiltration, substance flow, and aquifers; and (3) surface water, watersheds, rivers and floods. Lectures and exercises focus on collecting and interpreting hydrological data to address environmental issues.

GGY 245. Tourism Geography (3) Examination of the tourism industry, including ecotourism, as well as its impact on natural and social environments. Various international examples, with emphasis on the local tourism industry.

GGY 255. Geography of the Middle East (3) Geographical, geological, historical and archaeological investigation of the physical environment and cultural landscapes that provide the settings for the evolution of the populations and cultures of Southwestern Asia.

GGY 270. Principles of Land Use Planning (3) Prerequisite: GGY 130 and GGY 140 or consent of instructor. Introduction to planning techniques and to planning as a profession. Classification and analysis of spatial variations in land use patterns and development processes as they relate to the physical environment and human activities.

GGY 280. Special Topics in Geography (1-3) Prerequisite: GGY 130 or GGY 140, or GGY 180 or GGY 181. Selected physical, cultural, regional, or applied topics in geography that are not considered in detail in regular course offerings. More than one topic may be taken for credit (maximum six hours).

GGY 282. Geography of North Carolina (3) Prerequisite: GGY 140 or consent of instructor. A survey of the physical and cultural landscapes of North Carolina with the emphasis on an understanding of the complex geographical variety that exists within a dynamic and growing southern state.

GGY 312. Geography of Transportation (3) Prerequisite: GGY 140 or consent of instructor. Study of the structural elements of transportation systems and the spatial processes associated with their development.

GGY 317. Urban Geography (3) Prerequisite: GGY 140 or consent of instructor. Analysis of the spatial distribution, growth, function and structure of urban places with emphasis on urban developments and problems in the United States.

GGY 320. Introduction to Cartography (4) Prerequisite: GGY 130 or GGY 140. Techniques of drafting, cartographic data representation, map design and interpretation. Two lecture and four laboratory hours each week.

GGY 328. Introduction to Geographic Information Systems (3) Prerequisite: GGY 320 or consent of instructor. Examination of the uses of GIS in demographics, market area analysis, natural resources management, automated mapping, land use planning and development and hazardous waste management. Study of multiple date sources available today and the integration of these data to solve problems. Two lecture and two lab hours each week.

GGY 333. Applied Climatology (4) Prerequisite: GGY 130 or 230 or consent of instructor. The spatial distribution and character of climates, their relation to other elements of the environment and to human activities. Three lecture and two laboratory hours each week.

GGY 335. (GLY 335) Geomorphology (4) Prerequisite: GGY 130 or GLY 101 or GLY 120 (EVS 120) and GLYL 120 (EVSL 120). Description and classification of land forms; analysis of the geologic, climatic and biologic factors involved in their formation; survey of geomorphic provinces of the United States. Three lecture and two laboratory hours each week.

GGY 336. Rivers and Floods (3) Prerequisite: GGY 130 or GLY 101 or GLY120 (EVS 120) and GLYL 120 (EVSL 120). Covers the hydrology and geomorphology of watersheds. Topics include using hydrologic data, river channel patterns, soil erosion and sedimentation processes, and human impacts on river systems.

GGY 340. Resources, Population, and Environment (3) Prerequisite: GGY 130 or consent of instructor. Introduction to major views on population growth and resource use with a focus on

food, water, and energy. Explores the role of economic and cultural development and analyzes regional patterns, including migration trends.

GGY 350. Political Geography (3) Prerequisite: GGY 140 or consent of instructor. Study of geographic factors in the development of nations and in contemporary national and international affairs.

GGY 382. Regional Geography of the United States (3) Prerequisite: GGY 140 or consent of instructor. A regional analysis of physical characteristics, resource base and human geography of the United States.

GGY 383. Geography of the Caribbean (2) Prerequisite: GGY 180 or GGY 181 or consent of instructor. A regional analysis of the cultural and physical features of the Caribbean. Special emphasis upon environmental and historical geography.

GGY 384. Caribbean Field Experience (2) Prerequisite: GGY 383 or consent of instructor. Field course with emphasis on the physical and environmental geography of the Caribbean. Field trip will be followed up by written research report.

GGY 385. Regional Geography of Europe (3) Prerequisite: GGY 140 or consent of instructor. A regional analysis of the physical and cultural features of Europe.

GGY 386. Geography of Latin America (3) Prerequisite: GGY 180 or consent of instructor. Regional analysis of Latin America and its constituent regions including Mexico, mainland Central America, and South America. Geographical topics will include: landforms, climate, vegetation, soils, migration, diffusion, agricultural systems, religion, ethnicity, territorial conflicts, economic development, deforestation, and urbanization.

GGY 388. Russia (3) Prerequisite: GGY 180 or 181, or consent of instructor. Physical geography, historical-geographical context, and current geographical and ecological issues of the Russian Federation.

GGY 422. (GGY 522) Remote Sensing in Environmental Analysis (3) Prerequisite: GGY 130 or GLY 205 or GLY 101 or consent of instructor. Use and interpretation of aerial photography and other remote sensing techniques in environmental analysis. Emphasis on problem identification, digital image analysis, and interpretation of images through laboratory exercises. Two lecture and three laboratory hours each week.

GGY 424. (524) Advanced Geographic Information Systems (4) Prerequisite: GGY 224. Advanced theory and application of the use of Geographic Information Systems (GIS), spatial data collection, data structures, data management and relational databases, spatial analysis, and display of geographic information in a computer-based environment. Lectures, demonstrations, and lab exercises. Two lecture and four laboratory hours each week.

GGY 426. Environmental Geographic Information Systems (4) Prerequisite: GGY 224 or consent of instructor. Overview of environmental applications of GIS and completion of a GIS project; planning a GIS project; development and analysis of the data, and oral and written presentation of the results. Research topics may include hazardous waste management, atmospheric studies, oceanography, hydrology, ecology, biology, resource management, and hazards risk assessment. Two lecture and four laboratory hours each week.

GGY 433. Weather Analysis and Forecasting (3) Prerequisites: GGY 230, GGY 333. Introduction to tools of weather analysis and use of these tools to contract weather forecasts.

GGY 435. Environmental Geography (3) Prerequisite: GGY 130 or GLY 101 or GLY 120 (EVS 120). Investigation of human impacts on the environment into sections on biota, water, soils, atmosphere, and landforms. Student will investigate case studies of environmental impacts for class discussion.

GGY 437. Soils in the Earth Sciences (3) Prerequisite: GGY 130 or GGY 335 or GLY 335 or consent of instructor. Examination of soil-forming processes, soil morphology, soil classification, and geographic distribution of soil types. Lab component includes field description of soil profiles, soil sampling, and laboratory methods. Two lecture and three laboratory hours each week.

GGY 452. Historical Geography of the United States (3) Prerequisite: HST 201, or GGY 140, or consent of instructor. A study of the evolution of the cultural landscapes and the spatial patterns of the area that is now the United States. Examination of past geographies and of geographical change through time.

GGY 473. Regional and Environmental Land Use Planning (3) Prerequisite: GGY 270. Overview of the concepts and processes related to the regional growth and development. Review of regional land use issues; discussion of planning strategies; and evaluation of regional land use plans and policies.

GGY 478. (GGY 578) Historic Preservation Planning (3) Prerequisite: GGY 270, or GGY 452, or consent of instructor. An applied research course which deals with the procedures employed by federal, state and local agencies in locating, recording, restoring and preserving American architectural resources and material cultural heritage. Subjects examined include survey, documentation, and planning; historic districts; adaptive use; funding; legislation; and organizational roles.

GGY 480. Advanced Topics in Geography (1-3) Prerequisite: Junior standing and consent of instructor. Selected physical, cultural, regional, or applied topics in geography that are not considered in detail in regular course offerings. More than one topic may be taken for credit (maximum six hours).

GGY 485. Geography of the British Isles (3) Prerequisite: GGY 180 or consent of instructor. Regional analysis of the physical and cultural features of the British Isles.

GGY 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, junior or senior standing, and consent of instructor, department chair and dean. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue.

GGY 495. Senior Seminar (1-3) Prerequisite: Senior standing in geography. May be repeated one time for credit. One to three hours each week.

GGY 498. Internship in Applied Geography (3) Prerequisite: GGY 224 or 270 or 320, junior or senior standing, a 2.50 grade point average, and consent of instructor. Supervised practical experience with a professional planning or cartographic organization or agency. Area of concentration, requirements, and means of evaluation to be defined in consultation with faculty. May be repeated once with a different agency.

GGY 499. Honors Work in Geography (2-3) Prerequisite: Eligibility for honors program and recommendation of department chairperson. Individual study for honors students.

For 292 and 492; 294 and 494, see explanations on p. 184, 104.

Geology Course Descriptions
(Department of Earth Sciences)

GLY 101. Principles of Geology (4) Introduction to the basic principles and processes governing the formation and evolution of the earth. Includes: formation of minerals and rocks, surficial and internal processes and concepts of plate tectonics. Field trips. Three lecture and two laboratory hours each week.

GLY 120. (EVS 120) Environmental Geology (3) Introduction to the relationships between man and his geologic environment. Concerned with the problems that people have in using the earth and the reaction of the earth to that use. Emphasis is placed on earth processes, earth resources, and properties of rocks and surficial deposits insofar as they are important to or affect human activities.

GLYL 120. (EVSL 120) Environmental Geology Laboratory (1) Prerequisite or corequisite: GLY 120. Laboratory analysis of earth materials and resources. Applications of geologic principles to solving current environmental problems. Three laboratory hours each week and required field trips.

GLY 125. Natural Disasters (3) Examination of the causes, effects, and options available to mitigate actual disasters, such as earthquakes, volcanic eruptions, landslides, subsidence, flooding, severe weather, and meteorite impacts. Case histories are used to demonstrate scientific principles and socioeconomic issues.

GLY 131. Dinosaurs (2) Study of the Dinosaurs and other Mesozoic vertebrates as illustrations of the basic principles of vertebrate paleontology. Emphasis is placed on identification, systematics, evolution, ecology and extinction of the Dinosaurs.

GLY 135. Prehistoric Life (3) Introduction to the field of paleontology and the fossil record; the succession of life from its earliest beginnings through the Age of Dinosaurs to modern Man; evolutionary, environmental and ecological analyses of fossil plants and animals based on biologic and geologic principles.

GLY 150. Introduction to Oceanography (3) An introduction to the geology, physics, chemistry and biology of the ocean; instruments and techniques of oceanography; resources of the ocean.

GLY 171. Physical Geology (4) Prerequisite or corequisite MAT 111. Study of the materials that make up the Earth and the physical laws and processes that shape them into the planet on which we live. Field trips. Three lectures and three laboratory hours each week.

GLY 172. The Earth Through Time (4) Prerequisite: GLY 101 or 120 (EVS 120) and GLYL 120 (EVSL 120) or GLY 171. Geologic history of the earth and the fossil record. Methods of dating rocks and fossils, interpreting ancient environments and the age of the earth. Field trips. Three lecture and three laboratory hours each week.

GLY 200. Methods in Geology (3) Prerequisite: GLY 101 or 120 and GLYL 120 or GLY 171. Introduction to various bibliographic, graphic, field, and laboratory methods essential to geologic studies. Weekly projects and required field trips. Two lecture and three laboratory hours each week.

GLY 201. Mineralogy (4) Prerequisite: GLY 101 or 120 and GLYL 120 or GLY 171: Prerequisite or corequisite: CHM 101. Introduction to the formation, structure and natural occurrence of minerals. Principles of chemical bonding, crystal chemistry, mineral genesis and crystallography. Study of the geologically important rock-forming mineral associations. Introduction to opti-

cal properties of minerals, the use of the petrographic microscope. Computer applications in geology. Required field trip(s). Three lecture and three laboratory hours each week.

GLY 220. Field Methods in Environmental Sciences (3) Prerequisite: GLY 101 or GLY 120 (EVS 120) and GLYL 120 (EVSL 120) or GGY 130; and MAT 111. Field intensive introduction to data collection methods and analytic procedures associated with monitoring, assessment and management of environmental problems. Required field trips. Two lecture and three laboratory hours each week.

GLY 226. (GGY 235) Principles of Hydrology (3) Prerequisite: GGY 130 or GLY 101 or GLY 120 (EVS 120). Covers the three main components of terrestrial hydrology: (1) atmospheric water, precipitation, and surface-atmosphere interactions; (2) groundwater, infiltration, substance flow, and aquifers; and (3) surface water, watersheds, rivers and floods. Lectures and exercises focus on collecting and interpreting hydrological data to address environmental issues.

GLY 240. Geology of North Carolina (3) Prerequisite: any 100-level geology course or permission of instructor. General summary of North Carolina geology including mineral and rock resources. Geology of selected state parks. Three hours per week.

GLY 250. Beaches and Coasts (3) Prerequisite: GLY 101 or GLY 120 or GLY 150. Examination of the variability of coastal landforms, the varied processes that shapes them, and problems brought about by natural and anthropogenic changes along the coast. Focus on barrier island and spit formation; study of beaches, cliffs/platforms, dunes, estuaries and marshes; effects of tectonics, ice, and rivers on beaches and coastal morphology.

GLY 280. Special Topics in Geology (1-4) Study of selected topics in geology that are not considered in detail in regular course offerings. Taught on demand. More than one topic may be taken for credit (maximum six hours).

GLY 310. General Petrology (4) Prerequisite: GLY 200, 201, or consent of instructor. A survey of the major igneous, sedimentary, and metamorphic rock groups. Emphasis is on classification, textural features, mode of occurrence, environments of origin and economic importance. Laboratory stresses rock identification and typical rock associations. Required field trips. Three lecture and three laboratory hours each week.

GLY 311. Igneous and Metamorphic Petrology (4) Prerequisite: GLY 200, 201. Theories of genesis of the major igneous and metamorphic rocks in the light of chemistry, mineralogy, structure and texture, field associations, and experimental data. The relationship between igneous and metamorphic processes and crust-mantle tectonic activity. Required field trips. Three lecture and three laboratory hours each week.

GLY 312. Sedimentary Petrology (4) Prerequisite: GLY 201; Prerequisite or corequisite: GLY 200. Introduction to the observation, description, and interpretation of sediments and sedimentary rocks. Emphasis on physical processes controlling sedimentation and diagenesis. Three lecture and three laboratory hours each week.

GLY 335. (GGY 335) Geomorphology (4) Prerequisite: GGY 130 or GLY 101 or GLY 120 (EVS 120) and GLYL 120 (EVSL 120). Description and classification of land forms; analysis of the geologic, climatic and biologic factors involved in their formation; survey of geomorphic provinces of the United States. Three lecture and two laboratory hours each week.

GLY 337. Invertebrate Paleontology (4) Prerequisite: GLY 172 or permission of instructor. History of fossil protistans and invertebrates with emphasis on the principles of paleontology, system-

atics and evolution, and on the use of fossils in stratigraphic correlation. Required field trips. Three lecture and three laboratory hours each week.

GLY 350. Advanced Oceanography (3) Prerequisite: GLY 150. An in-depth examination of the structure and formation of ocean basins, the role of oceans in the hydrological cycle, the physical properties of seawater, atmospheric and ocean circulation, waves, and tides. Emphasis is placed on data analysis and quantitative problem solving.

GLY 391. Appalachian Geology (1) Prerequisite: GLY 201 and GLY 200 or GLY 220. Field study of the structure, stratigraphy, rocks, and paleontology of the Paleozoic System of the Appalachian orogenic belt. Introduction to sample collection, field mapping procedures, and methods of data analysis. Three field days and colloquium. Spring. (Fees)

GLY 392. Coastal Plain Geology (1) Prerequisite: GLY 201 and GLY 200 or GLY 220. Field analysis of depositional patterns and paleontology of Cretaceous and Cenozoic units of the southeastern Atlantic Coastal Plain. Introduction to methods of litho and biostratigraphic correlation, sampling techniques, and sample retrieval and data analysis. Three field days and colloquium. Fall. (Fees)

GLY 393. Coastal Processes (1) Prerequisite: GLY 200 or GLY 220. Field examination of the depositional and erosional processes and materials in the marshes, estuaries and barrier islands of the Carolinas and Georgia. Introduction to basic techniques used by coastal researchers in field measurements, sample retrieval and data analysis. Three field days and colloquium. Spring. (Fees)

GLY 394. Piedmont Geology (1) Prerequisite: GLY 201 and GLY 200 or GLY 220. Field examination of the petrology, degree(s) of metamorphism, and structural style(s) of the various belts of rock in the crystalline Appalachians. Observations permit regional tectonic syntheses for the Piedmont. Three days and colloquium. Fall. (Fees)

GLY 402. Advanced Mineralogy (4) Prerequisite: GLY 201; Corequisite: MAT 112 or permission of instructor. Advanced techniques for mineral analysis and identification. Introduction to the theory and application of x-ray diffraction and fluorescence, the electron microprobe, spectroscopy, and reflected light microscopy. Three lecture and three laboratory hours each week.

GLY 420. (EVS 420) (PHY 420) Global Climate Change (3) Prerequisites: PHY 102, CHM 102, MAT 162. Analysis of natural and anthropogenic global climate change. Historical and geological records of climate including sediment, tree ring, and ice core analysis. Physics and chemistry of climate, including Earth's energy balance, global carbon cycle, climate modeling, atmospheric composition and dynamics.

GLY 426. (526) Geohydrology (4) Prerequisite: MAT 162 and either GLY 310 or GLY 312, or consent of instructor. Geology of ground waters and related aspects of surface waters. Methods of ground water resource evaluation, protection, exploitation, and contaminant remediation. Three lecture and three laboratory hours each week.

GLY 431. Stratigraphy (4) Prerequisite: GLY 310 or GLY 312 or GLY 337. An introduction to the description, organization and classification of layered rocks. Emphasis is placed on the practical use of stratigraphic principles in elucidating earth history. Field trips. Three lecture and three laboratory hours each week.

GLY 440. (540) Regional Geology of North America (3) Prerequisite: GLY 431 or GLY 441. A survey of the rocks, structures, natural resources, fossils, and tectonic histories of different

regions of North America, such as the Precambrian Shield, Appalachians, and Cordillera. Syntheses of theories of orogenesis. Three lecture hours per week.

GLY 441. Structural Geology (4) Prerequisite: GLY 200 and MAT 112 or permission of instructor. Introduction to the mechanics, fabrics, and geometry of rock deformation, including stress-strain relationships, folds and folding, and faulting and fracturing of rocks. Selected regional examples introduced to test concepts and theories of orogenic rock mechanisms and tectonics. Required field trip. Three lecture and three laboratory hours each week.

GLY 443. (543) Tectonics (3) Prerequisite: GLY 310, GLY 431, and GLY 441. Current ideas and their development as global tectonic theories. Tectonic controls on orogeny, orogenic belts, magmatism, sedimentation, and metallogeny of major geologic regions of North America and other areas of the world.

GLY 450. Geological Oceanography (4). Prerequisite: GLY 150 and 201 or 350. Physiography, petrology, structure, sediments and geologic history of the ocean floor including estuarine and coastal environments. Three lecture and three laboratory hours per week.

GLY 458. (558) Introduction to Coastal Management (4) Prerequisites: Junior standing or consent of instructors. Interdisciplinary study of human impact on coastal environments and organisms. Topics include the physical and biotic settings of worldwide coastal regions, principles of coastal management, current topics in coastal management, and analysis of potential solutions to coastal problems. Three lectures and three laboratory hours each week.

GLY 465. (565) Introduction to Geophysics (3) Prerequisite: GLY 200 or 220, MAT 112 or 115. Integrated application of geophysical methods to solve environmental and geologic problems. Includes discussion of reflection/refraction seismology, gravity, magnetics, electrical resistivity, ground penetrating radar, and geophysical well logging.

GLY 470. Field Course in Geology (6) Prerequisite: GLY 311-312 (or GLY 310), GLY 431, and GLY 441. Intensive geological field mapping and interpretation in regions of deformed sedimentary, igneous, and metamorphic rocks. Preparation of geological maps using topographic map and aerial photographic bases. Problem solving skills, regional field trips.

GLY 472. (572) Introduction to Geochemistry (3) Prerequisite: MAT 162, GLY 201 or CHM 445. Abundance and distribution of chemical elements in the earth. Introduction to thermodynamics, phase and mineral equilibrium, isotopes, and geochronology. Application of geochemical processes to solving geologic and environmental problems.

GLY 480. Advanced Topics in Geology (1-4) Prerequisite: Junior standing in department and consent of instructor. Study of selected topics in geology that are not considered in detail in regular course offerings. Examples of specific topics are plate tectonics, seismology, depositional systems, groundwater hydrology, geochronology, and advanced paleontology. Taught on demand. More than one topic may be taken for credit (maximum 6 hours.)

GLY 489. The Dynamic Earth (3) Prerequisites: Senior standing with a major in geology and completion of 15 hours in the major from courses at the 200 level and above. Synthesis of the Earth's physical, biological and chemical systems and their changes through time. Examines significant discoveries and current areas of controversy in the geological sciences.

GLY 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, junior or senior standing, and consent of instructor, department chair and dean. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue.

GLY 495. Senior Seminar (1-3) Prerequisite: Senior standing with a major in geology and completion of 18 hours in the major from courses at the 200-level and above. May be repeated one time for credit.

GLY 499. Honors Work in Geology (2-3) Prerequisite: Eligibility for honors program and recommendation of department chairperson. Individual study for honors students.

For 292 and 492; 294 and 494, see explanations on p. 184, 104.

Gerontology Course Description

(College of Arts and Sciences)

GRN 101. Introduction to Gerontology (3) Introduction to the social, psychological, physiological, and philosophical aspects of aging through reading, writing, and fieldwork.

GRN 240. Current Issues in Gerontology (4) Study of current issues and topics in the field of aging from an interdisciplinary and global perspective. Participation in an intergenerational service-learning project.

GRN 446. (546) Health Care Access for the Elderly (3) Prerequisite: GRN 101, junior or senior standing. An introduction to the U.S. health care system with an emphasis on issues related to the elderly, including problems of access to health care for the aging population, their families, and communities.

GRN 491. Directed Individual Study (3) Prerequisite: GRN 101, overall GPA of at least 2.00, and consent of instructor, gerontology coordinator, and the appropriate dean. Gerontological investigation, under faculty supervision, beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue.

GRN 495. Topical Seminar in Gerontology (3) Prerequisite: GRN 101 and consent of instructor. Discussion of selected topics in Gerontology. May be repeated three times under a different subtitle

Health Course Descriptions

(Department of Health and Applied Human Sciences)

HEA 105. Individual Well-Being (3) Topical areas and issues in health explored within the physical, emotional, social, environmental, intellectual, and spiritual dimensions of personal wellness.

HEA 201. First Aid, Safety, and Cardiopulmonary Resuscitation (3) A course for certification by the American Red Cross in first aid, safety and cardiopulmonary resuscitation. Requires fees for American Red Cross processing and a personal basic first aid kit.

HEA 205. Reproduction and Sexuality (3) Prerequisite: HEA 105. Emphasizes the anatomy and physiology of reproduction, conception, prenatal growth and parturition; relevant issues pertaining to human sexuality, childbearing and sexual diseases.

HEA 207. Nutrition and Behavior (3) Application of the principles of nutrition as related to health; various levels of wellness; and practices of health care. Emphasis on basics of sound nutrition, requirements of various food elements, diet planning, diet patterns for specific age groups, nutritional fads and weight control.

HEA 234. Principles of Health Education (3) An introduction to health education program planning, implementation, and evaluation in various health promotion settings. Focuses on responsibilities and strategies of entry-level health educators.

HEA 240. Current Topics in Health (3) Survey of health topics including a historical overview, trends in disease and prevention efforts in the United States, culture and the impact of advertising and marketing efforts, and ethical considerations. Topics will vary and will focus on the health education model for disease prevention.

HEA 245. Consumer Health (3) Survey of consumer health topics such as the purchase of healthcare products and services, choosing quality health care, and how to identify and use reliable sources of information.

HEA 266. (PED 266) Applications of Computers in Physical Education and Health (3) Introduction to technology for students in physical education and health. Topics include microcomputer operations, computer software applications, the Internet, distance learning technologies and ethics of computer use. Open to declared physical and health education majors only or by consent of instructor.

HEA 301. Introduction to Community Health (3) Overview of social, health, and medical problems of modern society, with special emphasis on community programs for solving them. Study of programs of official and voluntary health agencies, designed to promote and protect the health of citizens, observed through field trips, discussed by guest lecturers, and studied through other forms of enrichment.

HEA 304. Comprehensive School Health Education, Grades K-12 (3) An overview of the school health education program. Emphasis on methods and materials for health instruction in grades K-12.

HEA 305. Health Intervention Strategies (3) Information and skills health educators need to implement efficient and effective intervention strategies in public, private, professional, and governmental health agencies.

HEA 320. HIV/AIDS, Issues and Choices (3) Prerequisite: HEA 105. An in-depth look at HIV infection and AIDS from a variety of perspectives with special emphasis on prevention. Focus on the development of personal behaviors that reduce the risk of HIV transmission. Addresses in detail the effects of AIDS nationally and globally, modes of exposure, vaccines, economic liabilities, prejudices, current epidemiology, and future trends.

HEA 325. Health and Aging (3) Prerequisite: GRN 101. An introduction to health characteristics of the aging population. Topics include biomedical changes of various body systems and lifestyle factors such as nutrition, stress, drugs, exercise and sexuality.

HEA 347. Practicum in Health Education (3) Supervised practicum in health education. Relates theory to practical application in the field. Requires a minimum of 60 hours of fieldwork. Majors only or permission of instructor.

HEA 351. Health Communications (3) Introduction to formulation of effective health communication strategies, including retrieval, management and utilization of new technologies; basic health communication literacy; theory utilization; presentation skills; multimedia and other media technological applications ethical; legal and academic issues in health communications.

HEA 355. Measurement and Evaluation in Health Education (3) Principles of measurement and evaluation including instrument construction, and an examination of concepts and strategies involved with measurement and evaluation in health education.

HEA 359. (PED 359) Research and Evaluation in Health, Physical Education, and Recreation (3) Prerequisite: HEA 355. Methods of research in the fields of health, physical education and recreation. Identification of problems, sampling methods, data analysis and interpretation, and planning of evaluation studies.

HEA 435. Organization and Administration in Health Education (3) Administration of health education in a variety of settings. Content includes program planning, implementation, and evaluation, budgets and the role of government and private agencies for leadership in health education. Majors only or permission of instructor.

HEA 440. Advanced Topics in Health (3) Prerequisite: HEA 240. Examination of selected current and emerging health topics including cardiovascular diseases, cancer, HIV/AIDS, and death and dying.

HEA 452, Concepts of Human Disease (3) Study of the distribution and determinants of disease from a global perspective with emphasis on biological, psychological and cultural applications to health education; epidemiology, public health, and disease prevention. Junior status, majors only, or permission of instructor.

HEA 465. Exercise, Performance and Nutrition (3) Prerequisite: PED 216, PED 217 and junior status. Relationship of exercise, physical activity and performance to human nutrition. In depth information on human energy systems, weight control and proper dieting. Intermediate and cellular metabolism in relation to nutrition and overall health.

HEA 466. Introduction to Therapeutic Nutrition (3) Prerequisite: HEA 465. Examination of the relationship between diet and chronic disease in the United States. Also introduces basic concepts of medical nutrition therapy and how these are addressed in a health care setting.

HEA 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, junior standing, and consent of instructor, department chair and dean. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue.

Honors Course Descriptions

(Honors Scholars Program)

HON 110. Freshman Interdisciplinary Honors Seminar (3) Prerequisite: Formal enrollment in the Honors Scholars Program or consent of the director. Introduces the honors student to the college experience by direct involvement in research, service and leadership activities. The nature of knowledge; the concept of a university; how a university education changes individuals and affects the future. Includes field experiences, collaborative learning and independent scholarship. Emphasis on discussion; required student projects.

HON 120. Honors Enrichment Seminar (1) Prerequisite: Formal enrollment in the Honors Scholars Program or consent of the director. Students study a specialty topic and participate in a variety of related enrichment activities on the campus and in the community. By direct contact, students have the opportunity to broaden their educational experience in both traditional and contemporary forums. Discussion and brief written assignments. May be repeated under different subtitles, for a maximum of three semester hours.

HON 210. Topical Interdisciplinary Honors Seminar (3) Prerequisite: Formal enrollment in the Honors Scholars Program or consent of the director. An in-depth investigation of a special topic using the approaches of several disciplines; may be team-taught. Topics and approaches vary.

Examples are "Brain and Behavior"; "The Geography of Food"; "Nature: Literature and Science"; "Issues in Coastal Management." May be repeated under different subtitles.

History Course Descriptions

(Department of History)

HST 101,102. Western Civilization (3,3) 101: History of Civilization to 1650. 102: History of Civilization from 1650 to the present.

HST 103. Introduction to Global History (3) An introduction to the global effects of colonialism, industrialism and nationalism with special emphasis on Asia, Africa, Latin America and the Middle East since 1500.

HST 201, 202. American History (3,3) 201: United States to 1865. 202: United States from 1865 to present.

HST 237. Women in Modern America (3) Survey of the female experience from the mid-nineteenth century to the present. A focus on three areas which affect the lives of modern women: work, politics and sexuality. Differences between the first and second woman's movement, the sexual revolutions of the 1920s and 1960s, and the changing nature of women's work in modern and post-modern society are explored in a comparative context.

HST 261. African-American History (3) A concise survey of the major themes and events in the history of black Americans from the colonial period to the present.

HST 271. The Sea in History (3) The history of human interaction with the sea, focusing on its importance for resources, trade and transport, exploration, and warfare.

HST 273. Evolution of Warfare (3) The development of war from ancient times to the present, emphasizing its effect upon society.

HST 275. History of Western Science (3) An introduction to the history of the major developments of western science and technology, including an examination of both the origins of scientific discoveries and technological innovations and their impact on society.

HST 290. The Practice of History (3) An exploration of the nature of historical inquiry and of the techniques and methods essential to the study and writing of history.

HST 295. Contemporary Issues in Historical Perspective (3) Exploration of a contemporary issue from a historical perspective. May be repeated once under a different subtitle.

HST 300. War and the United States (3) Prerequisite: HST 201-202 or consent of instructor. Examination of the role of war in the development of the United States from the colonial period to the present. Includes the development of an identifiably American understanding of war and the relationship of the military to society.

HST 301. Foreign Policy of the United States (3) Prerequisite: HST 201-202 or consent of instructor. The formation and implementation of American foreign policy, including the relationship between foreign policy and American political culture, and the impact of foreign perspectives on U. S. foreign policy.

HST 303. Film and History (3) Prerequisite: HST 101 or 102 or HST 103, 201 or 202 or consent of instructor. Examination of the interpretation of American, European, and global history in film, including both dramatic films and documentaries.

HST 305. The Ancient Near East (3) Prerequisite: HST 101-102 or consent of instructor. An intensive political and cultural study of ancient Babylonian, Egyptian, and other Near Eastern civilizations.

HST 306. Ancient Greece and Rome (3) Prerequisite: HST 101-102 or consent of instructor. A study of the civilization of ancient Greece and Rome with special emphasis on the Greek classical period and the Pax Romana.

HST 311. History of England to 1485 (3) Prerequisite: HST 101-102 or consent of instructor. The history of England from the arrival of the Celtic tribes to the assumption of power by the Tudors in 1485. Emphasis on the political, social, and religious developments of the High Middle Ages.

HST 312. History of England 1485-1815 (3) Prerequisite: HST 101-102 or consent of instructor. The history of England from the assumption of power by the Tudors in 1485 to the victory over Napoleon in 1815. Emphasis on the theme of continuity and change in political, social, and economic life.

HST 313. History of England 1815 to Present (3) Prerequisite: HST 101-102 or consent of instructor. The history of England from Waterloo to the present. Emphasis on the impact of industrialization and urbanization, the gradual democratization of British politics, the expansion and contraction of the British Empire, the impact of world war, the rise of the welfare state, and post-industrial society.

HST 315. History of Modern Ireland (3) Prerequisite: HST 101-102 or consent of instructor. A survey of the history of Ireland from the end of the Elizabethan wars and the establishment of the Ulster plantation through the divergent twentieth-century experience of the Republic and Northern Ireland.

HST 316. British Empire and Commonwealth (3) Prerequisite: HST 101-102 or consent of instructor. A consideration of the British Empire, evolution of the Commonwealth and the emergence of additional post-World War II areas of independence.

HST 319. History of Spain (3) Prerequisite: HST 101-102. Survey of Spanish history with particular attention to Early Modern and Modern Periods. From the Alfonsine era and Reconquista through the Golden Age, decline, Fascism and democracy.

HST 320. History of France, 800-1800 (3) Prerequisite: HST 101-102 or consent of instructor. Examines the social, political, and cultural history of France from the reign of Charlemagne through the French Revolution.

HST 321. History of Modern France (3) Prerequisite: HST 101-102 or consent of instructor. History of France from the French Revolution and Napoleon through the political, economic and social developments of the nineteenth century to the World Wars of the twentieth century.

HST 322. History of Germany 1648-1890 (3) Prerequisite: HST 101 and 102 or consent of instructor. The emergence of modern Germany from the end of the Thirty Years' War through the Bismarckian empire. Topics include the rise of Prussian absolutism, the Enlightenment in Germany, the impact of the French Revolution, Romanticism, the revolutions of 1848, unification, and constitutional problems of the empire.

HST 323. History of Germany 1890 to Present (3) Prerequisite: HST 101 and 102 or consent of instructor. Germany from the end of Bismarck's chancellorship to the present. Topics include World War I, German Expressionism, the failure of Weimar democracy, the rise of the Nazis, defeat and division, rebuilding in East and West, the collapse of communism, and reunification.

HST 325. Russia to 1881 (3) Prerequisite: HST 101-102 or consent of instructor. History of Russia from its origins to 1881. Topics include the Mongol Conquest, state building, foreign policy, popular and intellectual opposition to serfdom.

HST 326. Russia Since 1881 (3) Prerequisite: HST 101-102 or consent of instructor. History of Russia from 1881 to the present. Topics include the impact of emancipation, growth of revolutionary movement, revolutions of 1917, the Stalin years, post-Stalin reforms, end of Soviet Union.

HST 330. Womanhood in America: Family, Work and Community Life (3) Prerequisite: HST 201-202 or consent of instructor. An examination of American women and women's roles from the colonial period to the mid-nineteenth century.

HST 331. American Urban History (3) Prerequisite: HST 201-202 or consent of instructor. The transition in America from a pre-industrial rural society to an industrial urban society. This course explores the effect urbanization had upon America's social, political and economic institutions and concludes with an examination of how the "revolution" in transportation and technology shaped the design of American cities.

HST 332. American Environmental History (3) Prerequisite: HST 201-202 or consent of instructor. The significance of the environment in American history from the colonial period to the present. Emphasis on the relationship between the natural environment of North America and the development of American culture and society, as well as changing attitudes toward the natural environment.

HST 333. American Social History (3) Prerequisite: HST 201-202 or consent of instructor. The impact of social change on American life from colonial times to the present. An examination of changing concepts of ethnicity and racial identification, the growth of religious movements, the effect of industrialization on family life, the impact of urbanization on crime and violence, and the influences of movies and television on mass behavior.

HST 335. Hollywood and American Society (3) Prerequisite: HST 201 or 202 or consent of instructor. A study of motion picture entertainment produced by Hollywood in the context of major social, political, and economic changes in the United States.

HST 336. American Indian History to 1900 (3) Prerequisite: HST 201 and 202 or consent of instructor. North American Indian cultures and history from the pre-Columbian era to the end of the nineteenth century. Topics include Indian social, political, and economic life, religion and worldview, and gender roles; European and American interaction; development of federal Indian policy and the Indian response; status of Indians in contemporary America.

HST 337. American Indians History After 1900 (3) Prerequisites: HST 201 and 202 or consent of the instructor. North American Indian history from 1885 to the present. Topics include Indian life on, off, and after the reservations; various late 19th and 20th century federal Indian policies and the Indians' response; and how Indians have survived into the modern era.

HST 338. American Indian Wars (3) Prerequisite: HST 201 or consent of instructor. Examination of the Native American art of war as well as the conduct and significance of various military campaigns.

HST 339. Economic History of the United States (3) Prerequisite: HST 201-202 or consent of instructor. An historical study of American agriculture, labor, industry, transportation, and banking with emphasis on the relation of the government to the economy.

HST 341. North Carolina 1524 to 1835 (3) Prerequisite: HST 201-202 or consent of instructor. Political, economic and social development of North Carolina from the colonial and federal period to the Constitution of 1835.

HST 342. North Carolina 1835 to the Present (3) Prerequisite: HST 201-202 or consent of instructor. Political, economic and social development of North Carolina in the nineteenth and twentieth centuries.

HST 343. Wilmington: A Study of Development (3) Prerequisite: HST 201-202 or consent of instructor. The city of Wilmington, North Carolina, and its environs from geological beginnings through approximately 1970. Wilmington is used as an example of major historical trends with emphasis on the twentieth century.

HST 345. (PAR 352) Religion in Antebellum America (3) Prerequisite: HST 201 or PAR 242 or consent of instructor. The influences and meanings of religion in antebellum American society. Topics include Second Great Awakening, expansion of Protestant and Catholic churches, communitarian movements, religious responses to slavery.

HST 346. The Old South (3) Prerequisite: HST 201-202 or consent of instructor. The South from the colonial period to the Civil War with emphasis on political, economic, and social institutions distinctive to the South.

HST 347. The New South (3) Prerequisite: HST 201-202 or consent of instructor. Aftermath of Reconstruction, rise of the New South, effects of industrialism, continuation and decline of sectionalism.

HST 348. History of the American West (3) Prerequisite: HST 201 and 202 or consent of instructor. American social, political, and economic institutions in the trans-Mississippi West. Topics include the American frontier, Native American and Hispanic cultures, women and minorities, and the Western environment. Individuals and government are examined.

HST 351. (PAR 351) Religion in Early America (3) Prerequisite: HST 201 or PAR 242. Examination of the role and significance of religion in early American culture and society. Topics include contact between Native American and Euro-American religious traditions, Puritanism, First Great Awakening, religion in the revolutionary era, separation of church and state.

HST 352. Colonial History of the U. S. (3) Prerequisite: HST 201-202 or consent of instructor. Formation and growth of American colonies to the conclusion of the French and Indian War (1763).

HST 353. The American Revolution and Formation of the United States, 1763-1815 (3) Prerequisite: HST 201-202 or consent of instructor. Organization of the British Empire, events preceding the Revolution, the war for independence, Confederation era, drafting and ratification of the U. S. Constitution, politics of the new nation.

HST 354. The Antebellum U. S. (3) Prerequisite: HST 201-202 or consent of instructor. Study of U. S. history from the War of 1812 through the advent of the Civil War. Major topics include Jacksonian Democracy, reform movements, national expansion, immigration, sectionalism, and the political crisis of the 1850s.

HST 355. The Civil War and Reconstruction (3) Prerequisite: HST 201-202 or consent of instructor. Examination of the origins, conduct, and significance of the Civil War, and Reconstruction through 1877.

HST 356. Robber Barons and Reformers: the U. S. from 1877 to 1917 (3) Prerequisite: HST 201-202 or consent of instructor. The rise of American industry and the Populist-Progressive responses to urbanization and industrialization.

HST 357. The United States from World War I through World War II (3) Prerequisite: HST 201-202 or consent of instructor. A study of the United States from 1917 to 1945 with emphasis on World War I, cultural change in the 1920s, the Great Depression, the New Deal, and World War II.

HST 358. The United States Since 1945 (3) Prerequisite: HST 201-202 or consent of instructor. Developments in American politics, cultural life, civil rights, and foreign policy from the time of the Truman Administration to the present.

HST 359. (PAR 353) Religious Reform in Modern America (3) Prerequisite: HST 202 or PAR 242, or consent of instructor. Religious thought and action concerning social change in modern America. Topics include urban revivalism, labor, civil rights, and peace movements. Emphasis on differing interpretations of scripture, church teachings, and religious identity.

HST 360. History of Modern China (3) Prerequisite: HST 103 or consent of instructor. Historical survey of China from 1840. Topics include China's response to Western challenge since the Opium War, the impact of foreign imperialism and communism, China's revolutions, China under Mao Zedong, and China's economic and social transformation since 1970's.

HST 361. History of Modern Japan (3) Prerequisite: HST 103 or consent of instructor. Historical survey of Japan from 1853. Topics include Japan's response to Western challenge since the arrival of Commodore Perry, Japan's emergence to an imperialist power, and Japan's rise to a leading economic power after World War II.

HST 363. History of Premodern East Asia (3) Prerequisite: HST 101 or 103 or consent of instructor. Survey of East Asian history from ancient times to the mid-nineteenth century, with emphasis on China and Japan and secondary attention to Korea and Vietnam.

HST 366. History of Southeast Asia (3) Prerequisite: HST 103 or consent of instructor. Survey of Southeast Asian history from the period of its cultural emergence through the modern era. Early temple, commercial and agricultural societies, maritime trade, European incursion, peak of commercial and cultural influence, colonial-era languor, post-colonialism and modern revival. Secondary attention to Pacific context and societies and to Australia.

HST 367. History of Colonial Latin America (3) Prerequisite: HST 101 or 103 or consent of instructor. Survey of the conquest and colonization of Latin America from pre-Columbian civilizations through independence in the early nineteenth century, focusing on the creation of new societies shaped by the interaction of Europeans, Indians, and Africans.

HST 368. History of Modern Latin America (3) Prerequisite: HST 103 or consent of instructor. The development of South America, Central America, Mexico, and the Caribbean from the time of independence in the early nineteenth century to the present.

HST 369. History of Brazil (3) Prerequisite: HST 103 or consent of instructor. A study of Brazilian history from its pre-Columbian beginnings through the periods of Portuguese colonial rule, the Empire, and dictatorship and democracy in the twentieth century.

HST 370. History of the Caribbean (3) Prerequisite: HST 103, or consent of instructor. Survey of indigenous societies, European incursions, plantation life and culture, revolution and independence, slave emancipation, economic, political and racial concerns from European contact to the present.

HST 371. African History to 1800 (3) Prerequisite: HST 102, 103 or consent of instructor. Historical survey of African history from earliest times to 1800 with emphasis on the precolonial period. Topics include early civilizations; the rise of Islam; initial European contacts and the slave trade.

HST 372. History of Modern Africa (3) Prerequisite: HST 102, 103 or consent of instructor. Historical survey of African history from 1800 to the present with emphasis on the abolition of slavery and the slave trade; the scramble for Africa; establishment and operation of colonial rule; independence movements; and the post-colonial period.

HST 373. History of Southern Africa (3) Prerequisite: HST 102 and 103 or consent of instructor. Southern African history from earliest times to the present. Topics include early African and European inhabitants, the Zulu empire, mineral revolutions, regional conflicts, apartheid and African resistance to minority rule.

HST 374. History of West Africa (3) Prerequisite: HST 103, or consent of instructor. Survey of West Africa from earliest times to the present. Topics include early inhabitants, trans-Saharan trade, Muslim empires, pre-colonial kingdoms and peoples, slavery and the slave trade, colonialism, independence and recent events.

HST 375. History of Central and Eastern Africa (3) Prerequisite: HST 103 or consent of instructor. Survey of Central and Eastern Africa from earliest times to the present. Topics include early inhabitants, pre-colonial states and peoples, slavery and the slave trade, development of Islam and Christianity, colonialism, independence and recent events.

HST 379. European International Relations 1648-1914 (3) Prerequisite: HST 101-102 or consent of instructor. The emergence and evolution of the European state system from the end of the Thirty Years War to the origins of World War One. Topics include the rise of the great powers, the classical European balance of power, mercantilism, rise of modern warfare, and the impact of industrialization.

HST 380. Twentieth Century International Relations (3) Prerequisite: One of the following: HST 102, 103, 202, or consent of instructor. Historical analysis of the main techniques, goals, and practitioners of international relations from World War I to the present, stressing shifts in the balance of power, ideological competition, alliance systems, international organizations, peace movements, and new methods of conflict resolution.

HST 381. History of Early Islamic Societies (3) Prerequisite: HST 101, 102, 103, or consent of instructor. Historical survey of the Middle East from pre-Islamic Arabia through the rise of the Ottoman Empire. Topics include the rise and development of empires, their political institutions and trade patterns; Islamic theology and law; and cultural achievements.

HST 382. History of the Modern Middle East (3) Prerequisite: HST 103 or consent of instructor. Historical survey of the modern Middle East, with emphasis on the rise of Europe's interests there, colonialism, independence, the rise of the nation-state. Includes consideration of Arab nationalism, the Palestine-Israeli conflict, the Middle East as an arena for the Cold War, political Islam, gender relations and the Gulf war.

HST 383. Women and Gender in the Modern Middle East (3) Prerequisite: HST 103 or consent of the instructor. Historical survey of the roles of women in the Middle East and the many interpretations of those roles. Topics may include the European fascination with the harem and the veil; women and the nation-state; women in revolutionary contexts; women and labor; women and veiling. While the primary emphasis is on Arab, Muslim women, Arab Christians and Israeli women are also examined.

HST 384. History of Palestine and Israel (3) Prerequisite: HST 103 or consent of the instructor. Historical survey of the region from the nineteenth century through the present. The rise and spread of Zionism and Arab nationalism; the British Mandate; the uprising of 1936; 1949 and establishment of Israel; the wars of 1967 and 1973; the rise of the PLO and struggle with Lebanon; the intifada and the Oslo Accords; Jewish and Islamic extremism.

HST 385. History of Islamic Art and Architecture (3) Prerequisite: HST 101, 102, 103 or consent of instructor. Historical survey of Islamic societies from the seventh century through the present via a study of their architectural forms and art works. Cities, architectural trends and art from the Umayyad, Abbasid, Mughal and Ottoman Empires, as well as modern nation states, will expose students to a synthesis of material culture and written records.

HST 390. Medieval Civilization (3) Prerequisite: HST 101-102 or consent of instructor. An examination of medieval Europe from the fall of Rome to the fifteenth century. Emphasis on the development of feudalism, manorialism, and the universal authority of the Catholic Church.

HST 391. Europe in the Age of the Renaissance (3) Prerequisite: HST 101-102 or consent of instructor. Political, economic, and social changes during the Renaissance, with particular attention to the artistic and intellectual achievements of the age.

HST 392. Europe in the Age of Reformation (3) Prerequisite: HST 101-102 or consent of instructor. Causes and development of the Protestant and the Catholic Reformations with examination of the impact of these movements on the political, economic, and social institutions of early modern Europe.

HST 394. Europe in the Seventeenth and Eighteenth Centuries (3) Prerequisite: HST 101-102 or consent of instructor. Europe from the Thirty Years War to the French Revolution. Topics include mercantilism; intellectual and cultural developments; social transformation; colonialism; decline of Spain; dominance of Netherlands and France; English constitutional government; Scientific Revolution; Enlightenment; emergence of northern, central, and eastern Europe; enlightened despotism.

HST 396. Europe from 1789 to 1914 (3) Prerequisite: HST 101-102 or consent of instructor. The French and Industrial Revolutions and their social and political impact; the rise of nationalism and empires; capitalism and its critics; the changing balance of powers; the coming of the First World War.

HST 398. Europe in the Twentieth Century (3) Prerequisite: HST 101-102 or consent of instructor. Europe from World War I to the rise of consumer societies. Topics include both world wars, nationalisms, communisms, fascisms, and mass consumption.

HST 408. (548) Seminar: Medieval Europe (3) Prerequisite: HST 101-102, 290. Research-oriented exploration of major themes and issues in the history of Medieval Europe (500-1500).

HST 412. (552) Seminar: Renaissance and Reformation Europe (3) Prerequisite: HST 101-102, 290. Research-oriented exploration of major themes and issues in the history of Renaissance and Reformation Europe (1350-1618).

HST 414. (554) Seminar: Early Modern Europe (3) Prerequisite: HST 101-102, 290. Research-oriented exploration of major themes and issues in the history of Early Modern Europe (1618-1789).

HST 416. (556) Seminar: Nineteenth-Century Europe (3) Prerequisite: HST 101-102, 290. Research-oriented exploration of major themes and issues in the history of Europe from the French Revolution to the First World War.

HST 418. (558) Seminar: Twentieth-Century Europe (3) Prerequisite: HST 101-102, 290. Research-oriented exploration of major themes and issues in the history of Europe since 1914.

HST 440. (518) Seminar: U. S. Social History (3) Prerequisite: HST 201-202, 290. Intensive study of selected topics in U. S. social history. Examples of topics: African-Americans, immigrants, social movements, education, work and leisure, sexuality. May be repeated under a different subtitle.

HST 442. (525) Seminar: U. S. Economic History (3) Prerequisite: HST 201-202, 290. Intensive study of significant themes or events in U. S. economic history from the colonial period to the present. Examples of topics: economy of Colonial America, 19th-century labor movements, economy of the Antebellum South, agricultural history. May be repeated under a different subtitle.

HST 444. (526) Seminar: U. S. Political History (3) Prerequisite: HST 201-202, 290. Intensive study of selected facets of political theory, behavior, movements, and institutions, and how political power has been used to influence the development of society. Examples of topics: New Deal politics, third-party movements, U. S. Constitution. May be repeated under a different subtitle.

HST 446. (527) Seminar: U. S. Diplomatic History (3) Prerequisite: HST 201-202, 290. Intensive examination of fundamental principles, assumptions, and objectives in the conduct of U. S. foreign policy, and of how Americans have viewed their place in the international order at various moments in their history. Examples of topics: the diplomacy of World War II, the Cold War, arms control and disarmament. May be repeated under a different subtitle.

HST 448. (528) Seminar: U. S. National Security History (3) Prerequisite: HST 201-202, 290. Intensive examination of major themes and events in the evolution of U. S. national security and defense policy, the uses of national power, and the role of military affairs from the colonial period to the present. Examples of topics: the Vietnam War, the use of air power, U. S. imperialism. May be repeated under a different subtitle.

HST 450. (529) Seminar: U. S. Intellectual History (3) Prerequisite: HST 201-202, 290. Intensive examination of the role of ideas in American history. Examples of topics: radicalism, the Enlightenment, myth in American history, and ideas about democracy, ethnicity, equality, religion, gender. May be repeated under a different subtitle.

HST 454. (531) Seminar: U. S. Regional History (3) Prerequisite: HST 201-202, 290. Intensive examination of the economic, social, and political history of a specific region of the United States. May be repeated under a different subtitle.

HST 456. (533) Seminar: U.S. Environmental History (3) Prerequisite: HST 201, 202, 290, or consent of instructor. Selected topics in U.S. environmental history. Examples of topics: nature and culture, the cult of the wilderness, conservation and preservation, resources and regions, gender and nature, the environmental movement. May be repeated under a different subtitle.

HST 470. (570) Introduction to Public History (3) Prerequisite: HST 201-202, 290. A research seminar of public history (government/public policy, archives, and information management, cultural resources management, media and research organizations), and research methodologies. Field trips, guest speakers and a sponsored research project provide practical experience for participants.

HST 477. (577) Historic Preservation in the U.S. (3) Prerequisite: HST 201-202, 290. Provides an overview of the history, theory, and practices of historic preservation through applied research. Addresses the history of the built American environment and how scholars analyze buildings and landscapes as historical evidence. Students visit historic structures and conduct both fieldwork and archival research.

HST 480. (580) Topics in Public History (3) Prerequisite: HST 201-202, 290. Intensive study of selected themes in public history. Examples of topics: business history, public policy analysis and interpretation of the landscape. May be repeated under a different subtitle.

HST 481. (581) Topics in African History (3) Prerequisite: HST 103, 290. Intensive study of a selected theme in African history. Examples of topics: slavery, the slave trade and its abolition, pre-colonial Africa, colonial and post-colonial Africa, oral history in Africa. May be repeated under a different subtitle.

HST 483. (583) Topics in Middle Eastern History (3) Prerequisite: HST 103, 290. Intensive study of a selected theme in Middle Eastern history. Examples of topics: early Islamic conquests, the Ottoman Empire, the Arab-Israeli conflict. May be repeated under a different subtitle.

HST 485. (585) Topics in Latin American History (3) Prerequisite: HST 103, 290. Intensive study of a selected theme in Latin American history. Examples of topics: pre-Columbian civilizations, colonial rule under Spain and Portugal, nationalism, revolutionary movements. May be repeated under a different subtitle.

HST 487. (587) Topics in Global History (3) Prerequisite: HST 103, 290. Intensive study of a selected theme in global history. Examples of topics: colonialism, imperialism, industrialization, slavery, revolutionary movements. May be repeated under a different subtitle.

HST 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, junior or senior standing, and consent of instructor, department chair and dean. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue.

HST 495. (595) Seminar (3) Prerequisite: HST 290. Intensive study of historical topics not regularly covered in other courses. May be repeated under a different subtitle.

HST 496. (586) Topics in the History of Science and Technology (3) Prerequisite: HST 275 or consent of instructor. Intensive study of a selected theme in the History of Science and Technology. Examples of topics include: "Positivism", "Occult Studies and the Renaissance", "The Second Industrial Revolution". May be repeated under a different subtitle.

HST 497. (597) Topics in Asian History (3) Prerequisite: HST 103, 290. Intensive study of selected themes and events in Asian history not regularly covered in other courses. Examples of topics include: The Chinese Revolution, Meiji Japan, Gandhian thought, nationalist movements. May be repeated under a different subtitle.

HST 498. Internship in Public History (3) Prerequisite: HST 290 or HST 470, junior or senior standing, and consent of instructor. Supervised practical experience with a public or private

historical organization, agency or institution. Area of concentration, requirements, and means of evaluation to be defined in consultation with faculty.

HST 499. Honors Work in History (2-3) Prerequisite: Senior standing. Consent of instructor or department chairperson. Individual study of honors students.

For 292 and 492; 294 and 494, see explanations on p. 184, 104.

International Studies Courses
(Cross Disciplinary)

INT 294. International Student Exchange (12) Sophomore-level designation for UNCW students participating in a semester exchange program in another country.

__294. Departmental Study Abroad (3-6) Sophomore-level designation for non-catalogue courses offered by a department abroad. Department attaches its prefix to the number and lists the course(s) in the coming semester's schedule of classes.

INT 494. International Student Exchange (12) Senior-level designation for UNCW students participating in a semester exchange program in another country.

__494. Departmental Study Abroad (3-6) Senior-level designation for non-catalogue courses offered by a department abroad. Department attaches its prefix to the number and lists the course(s) in the coming semester's schedule of classes.

Italian Course Descriptions
(Department of Foreign Languages and Literatures)

ITN 101-102. Introductory Italian (3-3) Emphasis on achievement of an active command of the language. Aural-oral practice; intensive study of the basic patterns of spoken Italian; reading, writing, and basic conversation.

ITN 201. Intermediate Italian I (3) Prerequisite: ITN 102 or equivalent. A review of the grammatical structure of the language. Application of the language in composition, conversation, and readings.

ITN 202. Intermediate Italian II (3) Prerequisite: ITN 201 or equivalent. A review of the grammatical structure of the language. Application of the language in composition, conversation and readings.

Japanese Course Descriptions
(Department of Foreign Languages and Literatures)

JPN 101-102. Introductory Japanese (3-3) Emphasis on achievement of an active command of the language. Aural-oral practice; intensive study of the basic pattern of spoken Japanese; reading, writing, and basic conversation.

JPN 201-202. Intermediate Japanese (3-3) Prerequisite: JPN 102 or equivalent. A review of the structure of the language. Application in composition, conversation, and readings.

JPN 211. Perspectives on Contemporary Japanese Culture (3) Introduction to the study of Japanese society, culture, and human relationships through a variety of written and visual media. May be repeated under a different subtitle. Reading and class discussion are conducted in English. May not be taken for foreign language credit.

Latin Course Descriptions

(Department of Foreign Languages and Literatures)

LAT 101-102. Introductory Latin (3-3) Emphasis on achievement of an active knowledge of the Latin language and reading ability in classical Latin. Intensive study of Latin grammar, aural/oral practice; reading from Latin authors, especially Ovid; discussions to introduce the students to the literature, culture and society of ancient Rome.

LAT 201-202. Intermediate Latin (3,3) Prerequisite: LAT 102 or equivalent. A review of the grammatical structure of the language. Emphasis on developing reading skills through readings from various Latin authors.

LAT 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, junior or senior standing, and consent of instructor, department chair and dean. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue.

Leadership Course Description

(College of Arts and Sciences)

LED 211. Principles of Leadership (3) Introduction to leadership. Study of leadership theories, styles, and strategies. Emphasis on developing leadership skills in a variety of settings.

LED 311. (COM 311) Communication and Leadership (3) Prerequisite: LED 211 or consent of instructor. Theory and practice of leadership. Focuses on issues of cohesiveness, trust, motivation, vision, and goals. Development of conflict management and decision-making goals.

LED 411. Contemporary Leadership Applications (3) Prerequisite: LED 311 or COM 311. Concepts related to leadership. Ability to envision and implement change for the common good using diverse perspectives and contexts. Applies leadership and organizational theories through real world experience and contemporary issues.

Library Science Course Description

(Randall Library)

LIB 101. Introduction to Information Literacy (1) Concepts and methodology for locating, selecting, and evaluating information, with an emphasis on electronic resources. Overview of the structure and organization of information.

LIB 103. Introduction to Library Research and Technology (3) Exploration of research concepts in library science and information technology with an emphasis on the evolution of information, trends and issues in using online catalogues, subscription databases, evaluating and citing online material, and using Web sites for research.

Mathematics Course Descriptions

(Department of Mathematics and Statistics)

MAT 101-102. College Mathematics for the General Student (3,3) A survey of mathematical ways of thinking. Introduces logic, number systems, algebra, geometry, probability, statistics, computers, calculus, and the history of mathematics. Emphasis on concepts and applications rather than on manipulative skills. Not intended as preparation for further mathematics courses. (Cannot be substituted for MAT 111, 112, or 115). No credit granted after the completion, with a grade of "C-" or better, of a mathematics course numbered 141 or higher.

MAT 105. Mathematical Study Skills and Algebra Review (1) Placement into this course is based on the Mathematics Placement Test or consent of instructor. Designed for students not ready for MAT 111, this course prepares the student to be successful in college algebra and beyond. Topics include study, note-taking, and time management skills needed to be successful in mathematics and review of algebra. One lecture and one laboratory hour each week.

MAT 111. College Algebra (3) Prerequisite: Satisfactory performance on the UNCW mathematics placement test or MAT 105. A preparatory course for further mathematics courses. Equations and inequalities; polynomial, exponential and logarithmic functions; graphs; systems of equations. (No credit granted after the completion, with a grade of "C-" or better, of MAT 115 or a mathematics course numbered 151 or higher.)

MAT 112. Trigonometry (3) Prerequisite: MAT 111 or equivalent or satisfactory performance on the UNCW mathematics placement test. Topics from trigonometry and algebra. Includes trigonometric functions, identities and equations; zeros of polynomials, mathematical induction; sequences. (No credit granted after the completion, with a grade of "C-" or better, of MAT 115 or a mathematics course numbered 152 or higher.)

MAT 115. Precalculus (3) Prerequisite: Satisfactory performance on the UNCW mathematics placement test. (This is usually equivalent to an SAT score above 500 in math, and at least a "B" average in algebra I and II, geometry, advanced algebra and trigonometry.) Functions and their inverses, mathematical induction, exponential and logarithmic functions, polynomial and rational functions, trigonometric functions and their inverses. (Except for supplementary mathematics credit, no credit granted after the completion, with a grade of "C-" or better, of MAT 111, 112, or a mathematics course numbered 151 or higher.)

MAT 141-142. Basic Concepts of Mathematics (3-3) Real number system and related operations, units of measurement, graphs and data analysis, geometry, logic and sets, and introduction to calculators and computers.

MAT 151-152. Basic Calculus with Applications (3-3) Prerequisite: for MAT 151: MAT 111 or 115 or the equivalent preparation in algebra; for MAT 152: MAT 112 or 115 or the equivalent preparation in algebra and trigonometry and MAT 151. Differentiation and integration of algebraic and certain transcendental functions, partial differentiation, sequences and series. Greater emphasis on techniques and applications than on theory and derivations. Not intended for students who need mathematics beyond calculus.

MAT 161-162. Calculus with Analytic Geometry (4-4) Prerequisite: MAT 112 or 115 or equivalent preparation in algebra and trigonometry. Calculus of a single variable intended for students in the mathematical and natural sciences. Functions and limits; differentiation with applications including maxima and minima, related rates, approximations; theory of integration with applications; transcendental functions; infinite sequences and series; conic sections, parametrized curves and polar coordinates; elementary differential equations. Three lecture and two hour laboratory hours each week.

MAT 243. Concepts and Applications of Discrete Mathematics (3) Prerequisite: MAT 142; MAT 151 or MAT 161. Open only to majors or pre-majors in elementary, middle school, special, or health and physical education. Introduction to discrete mathematics. Includes graph theory; matrix operations and applications; linear programming; iterative and recursive techniques; counting techniques; series and sequences; equivalence relations; calculator-based programming. Interdisciplinary applications include social sciences, industry, and networks.

MAT 261. Multivariate Calculus (4) Prerequisite: MAT 162. Calculus of functions of several variables. Vectors and analytic geometry of three dimensional space; partial derivatives, gradients, directional derivatives, maxima and minima; multiple integrals; line and surface integrals, Green's Theorem, Divergence Theorem, and Stokes' Theorem. Three lecture and two laboratory hours each week.

MAT 275. Axiomatic Systems (3) Prerequisite: MAT 152 or 161. Introductory to logic and mathematical proof with a focus on properties of the real number system. Elementary set theory, relations, functions, cardinality, algebraic and completeness properties of the reals and topics from axiomatic systems. Precision in the language of mathematics and rigor in proofs. Student presentations.

MAT 311. Intermediate Analysis (3) Prerequisite: MAT 261 and 275. Thorough treatment of the topology of the real line, functions and limits, convergence, continuity, differentiation and integration of functions of a real variable. Infinite series, uniform convergence.

MAT 321. Number Theory and Its Applications (3) Prerequisite: MAT 275 or CSC 133. Introduction to the theory of numbers motivated by applications. Primes and divisibility; the Euclidean algorithm; linear congruences and the Chinese Remainder Theorem; Fermat's Little Theorem; continued fractions and Farey sequences. Applications to cryptology, computer arithmetic, random number generators and primality testing. Possible additional applications to computer science, physics, communication, music.

MAT 325. (CSC 325) Numerical Algorithms (3) Prerequisite: CSC 112 or 121, and MAT 162. An introduction to the numerical algorithms fundamental to scientific computer work. Includes elementary discussion of error, polynomial interpolation, quadrature, linear systems of equations, solution of non-linear equations, and numerical solution of ordinary differential equations. The algorithmic approach and the efficient use of the computer are emphasized.

MAT 335. Linear Algebra and Matrices (3) Prerequisite: MAT 162. Systems of linear equations, vector spaces, algebra of matrices and linear transformations, determinants, applications.

MAT 336. Introductory Modern Algebra I (3) Prerequisite: MAT 275, 335 or consent of instructor. Study of group theory and introduction to rings. Groups, subgroups, normal subgroups, quotient groups, homomorphisms. Permutation groups, matrix groups, symmetry groups. Definition and examples of rings.

MAT 337. Introductory Modern Algebra II (3) Prerequisite: MAT 336. Elementary properties of rings, integral domains, ideals, homomorphisms, quotient rings and fields. Rings of polynomials and factorization of polynomials over a field; unique factorization domains; Eisenstein's irreducibility criterion; field extensions; the isomorphism extension theorem; the primitive element theorem; geometric constructions by ruler and compass; introduction and illustrations of Galois theory.

MAT 345. Modern College Geometry (3) Prerequisite: MAT 275 or consent of instructor. Use of elementary methods in advanced study of the triangle and circle, special emphasis on solving original examples, comparison of Euclidean and non-Euclidean and projective geometries.

MAT 346. Historical Development of Mathematics (3) Corequisite: MAT 275 or consent of instructor. Development of mathematics from earliest systems to present century. Personalities involved with the contributions of each. A problem-study approach to give the student some training in research.

MAT 361. Differential Equations (3) Prerequisite: MAT 261. Theory, methods of solution, and applications of ordinary differential equations with emphasis on first order equations and linear equations. Additional topics from power series solutions, Laplace transforms, linear systems, and numerical methods.

MAT 365. Vector Calculus (3) Prerequisite: MAT 261 and 335. A thorough study of differential and integral calculus of vector-valued functions of a vector variable. Jacobians, inverse and implicit function theorems, change of variables in multiple integrals; theorems of Green, Gauss, and Stokes; applications.

MAT 367. Principles in Applied Mathematics (3) Prerequisite: MAT 261; MAT 335 recommended. Fourier series and orthogonal functions; Fourier and Laplace transforms; elementary applications to differential equations and boundary value problems. Introduction to complex variables and residue theory.

MAT 375. Combinatorics (3) Prerequisite: MAT 275 or CSC 133. Techniques for counting configurations of objects. Recurrence relations; principle of inclusion-exclusion; graphs, trees, and circuits. Additional topics chosen from Polya's Theorem, generating functions, and network flows.

MAT 395. Problem Solving in Mathematics (1) Prerequisite: MAT 261. Introduction to various mathematical problems and methods. Examples selected from mathematics journals, the national Putnam Exam, and the VPI Regional Math Contest. Students present solutions in a public seminar. Solutions to journal problems are submitted for publication. Participation in problem competitions is encouraged. One hour each week. May be repeated once for credit.

MAT 411-412. (511-512) Real Analysis (3-3) Prerequisite: MAT 261, 275, and 335. Advanced study of convergence, continuity, differentiation, and integration in Euclidean space. The real number system, basic topology of Euclidean spaces; sequences and series; continuity, differentiation of vector-valued functions, uniform continuity; theory of integration; implicit and inverse function theorems, Stokes' Theorem.

MAT 415. (515) Introduction to Complex Variables (3) Prerequisite: MAT 311 and 367 or 411. First study of functions of a complex variable. Algebra of complex numbers, elementary functions with their mapping properties; analytic functions; power series; integration, Cauchy's Theorem, Laurent series and residue calculus; elementary conformal mappings and boundary value problems.

MAT 418-419. (518-519) Applied Analytical Methods (3-3) Prerequisite: MAT 361 and 367. A thorough treatment of the solution of initial and boundary value problems of partial differential equations. Topics include classification of partial differential equations, the method of characteristics, separation of variables, Fourier analysis, integral equations and integral transforms, generalized functions, Green's functions, Sturm-Liouville theory, approximations, numerical methods.

MAT 421. (521) Number Theory I (3) Prerequisite: MAT 336. Use of algebraic techniques to study arithmetic properties of the integers and their generalizations. Primes, divisibility and unique factorization in integral domains; congruences, residues and quadratic reciprocity; diophantine equations and additional topics in algebraic number theory.

MAT 425. (525; CSC 425/525) Numerical Analysis (3) Prerequisite: MAT 325, 335, and 361. Introduction to the theoretical foundations of numerical algorithms. Solution of linear systems by direct methods; least squares, minimax, and spline approximation; polynomial interpolation; numerical integration and differentiation; solution of nonlinear equations; initial value problems in ordinary differential equations. Error analysis. Certain algorithms are selected for programming.

MAT 435. (535) Linear Programming (3) Prerequisite: CSC 112 or 121 and MAT 335. Methods and applications of optimizing a linear function subject to linear constraints. Theory of the simplex method and duality; parametric linear programs; sensitivity analysis; modeling and computer implementation.

MAT 436. (536) Discrete Optimization (3) Prerequisite: MAT 435. Theory and applications of discrete optimization algorithms. Transportation problems and network flow problems; integer programming; computer implementation.

MAT 451. (551) Topology I (3) Prerequisite: MAT 275 and 336. A study of the basic concepts of general topology. Metric spaces, continuity, completeness, compactness, connectedness, separation axioms, product and quotient spaces; additional topics in point-set topology.

MAT 457. (557) Differential Geometry (3) Prerequisite: MAT 365 or 411. Theory of curves and surfaces in Euclidean space. Frenet formulas, curvature and torsion, arc length; first and second fundamental forms, Gaussian curvature, equations of Gauss and Codazzi, differential forms, Cartan's equations; global theorems.

MAT 463. (563) Ordinary Differential Equations (3) Prerequisite: MAT 335 and 361. Advanced study of ordinary differential equations. Existence and uniqueness; systems of linear equations, fundamental matrices, matrix exponential; series solutions, regular singular points; plane autonomous systems, stability and perturbation theory; Sturm-Liouville theory and expansion in eigenfunctions.

MAT 465. (565; STT 465/565) Applied Probability (3) MAT 261 and STT 315. The formulation, analysis and interpretation of probablistic models. Selected topics in probability theory. Conditioning, Markov chains, and Poisson processes. Additional topics chosen from renewal theory, queuing theory, Gaussian processes, Brownian motion, and elementary stochastic differential equations.

MAT 471. Projects in Mathematical Modeling (3) Prerequisite: MAT 361 or 435 or MAT/STT 465. Techniques of problem recognition and formulation, and mathematical solution and interpretation of results. Each student will construct a mathematical model under the supervision of the Applied Mathematics Advisory Committee and report on the investigation in written and oral form. Seminar format.

MAT 475. Topics in Mathematics (3) Prerequisite: Junior or senior standing and permission of instructor. Topics of current interest in mathematics not covered in existing courses. May be repeated under a different subtitle.

MAT 481. (581) Introduction to Mathematical Logic (3) Prerequisite: MAT 275 and 336. The formal study of truth and provability. Propositional calculus; predicate calculus. Godel's completeness theorem, applications to formal number theory and incompleteness. Additional topics chosen from areas such as undecidability or nonstandard analysis.

MAT 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, at least a 3.00 average on all mathematics courses taken, junior or senior standing, and consent of

instructor, department chair, and dean. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue.

MAT 495. Seminar in Mathematics (1) Prerequisite: Junior or senior standing and consent of instructor. Investigation of and an oral report on a mathematical topic under the direction of a faculty member. Within the first four weeks of the semester enrolled, the student must submit an outline of the proposed work to the Mathematics Advisory Committee for approval.

MAT 498. Internship in Mathematics (1-3) Prerequisite: Overall GPA of at least 2.50, a GPA in MAT courses of at least 2.80, and at least 9 hours of MAT courses numbered 300 or higher. Academic training and practical experience through work in a private company or public agency. Supervision and evaluation of all study and on-site activity by a faculty member and an on-site mentor. Open to students of junior or senior standing who have been approved by the faculty supervisor, department chair, and dean.

MAT 499. Honors Work in Mathematics (2-3) Prerequisite: Eligibility for honors program. Individual study for honor students.

For 292 and 492; 294 and 494, see explanations on p. 184, 104.

Management Course Descriptions

(Department of Management and Marketing)

MGT 350. Principles of Management (3) Prerequisite: Junior standing. Study of theories, research and concepts underlying the structure and processes of complex organizations. Emphasis on problem solving issues and applications in organization design, leadership, motivation and interpersonal communications.

MGT 352. International Management (3) Prerequisite: MGT 350. Study of management practices in the international business arena. Emphasis on the necessity of understanding global business interdependencies. Particular attention to developing sensitivity to other cultures, values, customs, and beliefs and their effects on business decisions and practices.

MGT 353. Entrepreneurship (3) Prerequisite: ACG 203, MGT 350 and MKT 340. Primary focus on starting a new business. Specific areas include identifying business opportunities, conducting feasibility studies, developing the business plan, evaluating alternative ways of financing new ventures and identifying the appropriate legal form of organization. Purchasing an existing business and acquiring a franchise are also addressed.

MGT 354. Managing Innovation and Technology (3) Prerequisite: MGT 350. Development and adoption of new technology in corporate operations. Attention directed to creating an environment that fosters continuous improvement through experimentation, innovation, and change. Topics include the nature of technology, its role in business strategy, technological forecasting, the creative process, organization and management of professional personnel, and project management techniques.

MGT 356. Human Resource Management (3) Prerequisite or Corequisite MGT 350. Evaluation of concepts and approaches used in human resource management and development. Study of manpower planning, selection procedures, performance review, compensation and benefits, equal employment/affirmative action factors, and labor relations. Emphasis is on how personnel specialists and operating managers can improve organizational performance.

MGT 357. Hospitality Management (3) Prerequisite: MGT 350 or permission of instructor. The course provides a general overview of the hospitality industry and the issues related to successful management of businesses within this industry. In particular, these sectors include food service, lodging, entertainment, medical, and other related industries such as cruise lines and supplier industries. Special attention will be given to the hospitality sector in the Carolinas, and issues related to entrepreneurship within hospitality.

MGT 358. Organizational Behavior (3) Prerequisite: MGT 350. Application of behavioral science concepts in the management of organizations. Emphasis on increasing productivity on the individual, group, and organizational level. Particular attention directed to analyzing organizations, developing motivational programs, designing enriching jobs, leadership development, and managing organizational change.

MGT 359 Staffing and Selection (3) Prerequisite: MGT 356. Focus on the planning, recruitment, and selection process in organizations. Particular attention on conducting job analysis, writing job descriptions and specifications, choosing recruitment and selection methods, developing and conducting job interviews, and evaluation of the overall effectiveness of the organization's staffing strategy and policies.

MGT 450. Governance and Leadership (3) Prerequisite: MGT 350. This course focuses on the roles and responsibilities of the executive management and boards of directors of firms. Company performance, leadership, ethics, planning, and organization structure are studied within a global competitive business environment.

MGT 452 Organization Development and Change (3) Prerequisite or co-requisite: MGT 358. Understanding the processes associated with transforming organizations in a world of continuous change. Particular attention on enhancing organizational performance by developing leadership skills, creating corporate culture that fosters innovation and continuous improvement, empowering individuals, and facilitating collaborative group processes.

MGT 453. New Venture Management: (3) Prerequisite: MGT 350, MKT 340, and FIN 335. Examination of the challenges associated with maintaining a high rate of growth in relatively new firms. Emphasis on new product and service development, financial planning and control, and operational aspects of new venture management including supplier relations, sources of funding, and credit practices.

MGT 455. Competitive Strategy (3) Prerequisites: BLA 361, ECN 324, FIN 335, MGT 350, MKT 340, POM 370 and student must complete 9 hours in his/her concentration before taking MGT 455. A senior capstone course integrating the functional business areas of the firm. This course emphasizes strategic planning for competitive advantage, industry and competitor analysis, strategy formulation, globalization, implementation of strategies, and effective communication with various internal and external stakeholders of the firm. This course satisfies the oral competency requirement for the B.S. degree in business administration.

MGT 456. Labor Relations Law (3) Prerequisite: MGT 350. Study of collective bargaining and union-management relations. Examination of the current legislation on labor relations and the negotiation alternatives available to unions and management. Course provides a historical perspective as well as practical application of dispute resolution, helping the student become a more effective human resources professional.

MGT 457. Training and Development (3) Prerequisite: MGT 356. Understanding of the processes involved in developing, administering, and evaluating effective training and development programs that will increase the productivity of employees and organizations. Particular attention on assessing training needs, identifying learning objectives, and using technology in the delivery of training and development programs.

MGT 458. Compensation and Performance Evaluation (3) Prerequisite: MGT 356. Examination of how evaluation and compensation systems can be used to enhance employee satisfaction and organizational performance. Particular attention on job analysis, job evaluation, pay levels and structures, pay for performance plans, performance appraisals, benefits, and general pay administration.

MGT 491. Directed Individual Study (1-6) Prerequisites: Junior or senior standing and consent of department chairperson.

MGT 495. Seminar in Management (1-3) Prerequisites: Junior or senior standing and consent of the department chairperson. This course may be repeated under a different subtitle.

MGT 498. Internship in Management (1-6) Prerequisites: MGT 350 plus 6 additional hours in management, 3.00 GPA in Cameron School of Business and senior standing.

MGT 499. Honors work in Management (2-3) Prerequisite: Senior standing. Independent work for honors students.

Information Systems Course Descriptions

(Department of Information Systems and Operations Management)

MIS 105. Basic Computer Applications and Technologies (3) This course enables students of all majors to improve their computer fluency skills with basic software packages they will utilize in their academic and professional careers. Emphasis is on enhancing knowledge and utilization of the special features and functions in spreadsheets, word processing, presentation graphics, Web authoring and Web search skills. Elements of hardware, software, communications and security technologies and ethics in the business workplace will be stressed. Students may not receive credit for CSC 105 and MIS 105.

MIS 213. Introduction to Information Systems and Technology (3) Survey of information systems use in organizations and the information technologies used to implement them. Scope includes hardware, software, and telecommunications concepts. Projects stress the use of computer applications to support decision-making, written communications, and oral communication.

MIS 216. Introduction to Business Application Development (3) An introduction to computer programming in a business context using a modern high-level programming language. Topics include program flow constructs, programming logic, objects, and other basic programming techniques. Emphasis is on good style, and the creation of high-quality applications that help the organization.

MIS 311. Information Systems Structures (3) Prerequisites: ACG 201 and MIS 213. This course is intended for non-information systems majors. Scope includes the systems development life cycle, process modeling, and data modeling. Projects focus on methods for documenting information system structure and methods for managing and accessing data.

MIS 315. Management of Database Systems (3) Prerequisite: MIS 213. Study of the design and administration of database systems in a business environment. The relational model is used along with database management software to facilitate the communication and distribution of data and its conversion into information, with an emphasis on sound design principles. Topics include entity-relationship modeling, normalization, and the structured query language (SQL).

MIS 316. Computer Concepts and Applications (3) Prerequisite: Previous programming course such as MIS 216, CSC 112 or 121. An introduction to programming business applications.

Emphasis is on the implementation phase of the development life cycle. All laboratory projects focus on a PC environment using Visual Basic.Net.

MIS 317. Technology of E-Business (3) Prerequisite: MKT 441. A study of current technologies impacting a firm's ability to create and maintain an e-business presence. The course has two major topic thrusts. The first focus is the hardware necessary to support e-business, including telecommunication concepts, networks, wireless Web, firewalls, secure servers, and Internet protocols and standards. The second focus is the current advances in Web languages to enable transactions to be more transparent between companies. (This course does not satisfy any requirements or electives for students pursuing an IS option.)

MIS 411. Information Systems Analysis (3) Prerequisite: MIS 315. An introduction to processes and methods used for identifying and documenting information requirements and developing system specifications. Topics include the systems development life cycle, analysis tools such as flowcharts and data flow diagrams, and techniques for effective written communication. Case studies are used.

MIS 413. Information Systems Design (3) Prerequisite: MIS 316 and 411. Follow-up to MIS 411. Introduction to the process and methods used for developing the system design from the system specification. Topics include computer-aided systems engineering, and information system project management. Students are required to complete a system design and build a prototype based on a specification.

MIS 415. Emerging Information Technologies (3) Prerequisite: MIS 315 and 316. A study of current technologies impacting a firm's ability to create and maintain a competitive advantage through the use of information systems technology. Topics include hardware and software technologies that support the development of interactive Internet applications.

MIS 416. Business Telecommunications (3) Prerequisite: MIS 213. A study of the role of telecommunications in businesses, including relevant terminology, concepts, hardware, software, protocols and architectures. Topics include the design, purchase, integration, and use of telecommunications technologies and systems. Emphasis is placed on local area network technologies.

MIS 491. Directed Individual Study (1-6) Prerequisite: Junior or senior standing and consent of the department chairperson.

MIS 495. Seminar in Information Systems (1-3) Prerequisites: Junior or senior standing and consent of the department chairperson. This course may be repeated under a different subtitle.

MIS 498. Internship in Information Systems (1-6) Prerequisite: Senior status and consent of faculty supervisor. Involves the application of quantitative and systems skills developed in the academic environment to problems in a real-world operating environment. The participant will receive practical training and experience under the guidance of the staff of a local business or government organization and a faculty supervisor. Available internships are filled on a competitive basis.

MIS 499. Honors Work in Information Systems (2-3) Prerequisite: Senior standing. Independent work for honors students.

Marketing Course Descriptions

(Department of Management and Marketing)

MKT 340. Principles of Marketing (3) Prerequisite: Junior standing. Introduction to the concepts, activities and decisions that relate to the marketing function in domestic and international business. Focus on development and implementation of marketing strategies through the use of marketing mix variables of product, price, distribution, and promotion.

MKT 341. Marketing Research (3) Prerequisite: QMM 280 and MKT 340. The development and utilization of marketing research techniques for decision-making. Emphasis on the specification, collection, analysis, interpretation and presentation of information to help management understand the environment, identify problems and opportunities, and develop and evaluate courses of marketing action.

MKT 345. Sports Marketing (3) Prerequisite: MKT 340. Examination of the application of marketing concepts to sports events and the use of sports as a marketing tool by other organizations. An emphasis on the use of sports within the total marketing mix.

MKT 346. Retail Management (3) Prerequisite: MKT 340. Examination of the principles and methods of retailing. Study of social, political, ethical, and economic environments. Emphasis on market segmentation, merchandising, and managerial control.

MKT 347. Promotion Management (3) Prerequisite: MKT 340. Integrated marketing communications with an emphasis on advertising, public relations, direct marketing, and sales promotion, as a component of the marketing mix and overall organizational strategy from the perspective of the marketer, advertiser, agency, consumer and public.

MKT 348. Personal Selling (3) Prerequisite: MKT 340. Examination of the theory and practice of sales skills designed to provide a professional foundation to students who will be involved in personal selling careers. Includes fundamentals of personal selling with an emphasis on self-confidence, persuasive presentation of ideas and products, customer orientation, and other selling behaviors.

MKT 349. Consumer Behavior (3) Prerequisite: MKT 340. Behavioral science concepts and principles and how they contribute to effective and efficient marketing activities from the perspective of the consumer, marketer and public policy maker.

MKT 441. Database Marketing (3) Prerequisite: MKT 340 and MIS 213. An introduction to the application of database techniques and skills in creating customers and establishing and maintaining profitable customer relationships. The various ways databases can assist the marketing manager, e.g. direct marketing, promotion planning, segmentation and positions studies, etc., will be exhibited and explained. Focuses on the efficient expenditures of marketing resources and increasing marketing return on investment.

MKT 442. International Marketing (3) Prerequisite: MKT 340. Focus is on the special framework in which international marketing is conducted. Influence of international institutions, culture, stage of economic development, geography and demography are covered. Emphasis on multinational marketing problems and opportunities in an ever-changing world.

MKT 444. Internet Marketing (3) Prerequisite MKT 340 and MIS 213. Project oriented course designed to provide students with the technical and marketing skills required to manage and launch an effective Internet business strategy. Emphasis on the application of marketing principles and practices to web marketing and electronic commerce.

MKT 445. Marketing Management (3) Prerequisite: MGT 350, MKT 340, 341, 349 and senior standing. Concepts of demand analysis, formulating marketing strategy, establishing policies and procedures, coordinating marketing action, and evaluating performance.

MKT 447. Services Marketing (3) Prerequisite: MKT 340. A study of the marketing of services with emphasis on the distinctions that exist between marketing intangibles and tangible products. The managerial implications and strategies available in services marketing are also examined.

MKT 448. Sales Management (3) Prerequisite: MKT 340, 348 or permission of instructor. Focus on developing and maintaining an effective sales organization. Emphasis on the role of the salesperson, motivating the sales force, and designing and implementing selling strategies.

MKT 491. Directed Individual Study (1-6) Prerequisite: Junior or senior standing and consent of the department chairperson.

MKT 495. Seminar in Marketing (1-3) Prerequisite: Junior or senior standing and consent of the department chairperson. This course may be repeated under a different subtitle.

MKT 498. Internship in Marketing (1-6) Prerequisite: MKT 340 plus 6 additional hours in management, 3.00 GPA in the Cameron School of Business, and senior standing.

MKT 499. Honors Work in Marketing (2-3) Prerequisite: Senior standing. Independent work for honors students.

Music Course Descriptions

(Department of Music)

MUS 105. Rudiments of Music (3) A general survey of the basic materials of music, including the study of musical rudiments, listening experiences, sight singing, keyboard, and other related activities. The course is designed for elementary education students, public school teacher recertification, music students who wish to prepare for MUS 111, and for students who wish to increase their knowledge of music.

MUS 106. Exploring Music (3) Explores the creative process of making music while developing an understanding of basic musical concepts. Designed for students with no musical background who wish to increase their understanding of music. Emphasis on music listening, playing classroom instruments, group singing, improvisation, and music literacy.

MUS 110. Introduction to Music Technology (1) Corequisite: MUS 111, MUSL 111. A basic overview of music technology for the music major. Survey of software applications for music writing, recording, computer-assisted instruction. MIDI, as well as Internet resources and communication.

MUS 111. Theory I (2) Prerequisite: Placement test. Corequisite: MUSL 111. An in-depth study of the basic material of music, including the physics of sound, time classification, notation of pitch and rhythm, intervals, scales and modes, key signatures and triads. Three hours per week.

MUSL 111. Aural Skills, Keyboard, and Sight-Singing I (1) Corequisite: MUS 111. Includes melodic, harmonic and rhythmic dictation keyboard work, and sight-singing using the materials introduced in MUS 111. Two hours per week.

MUS 112. Theory II (2) Prerequisite: MUS 111. Corequisite: MUSL 112. A study of tonality, triads in inversions, phrase structure and cadences, harmonic progression, the technique of harmonization and non-harmonic tones. Three hours per week.

MUSL 112. Aural Skills, Keyboard, and Sight-Singing II (1) Prerequisite: MUSL 111. Corequisite: MUS 112. Includes melodic, harmonic, and rhythmic dictation, keyboard work, and sight-singing using the materials introduced in MUS 112. Two hours per week.

MUS 114. Choral Music Literature (3) Survey of the literature of choral music from the Middle Ages through contemporary styles. Literature survey and practical repertoire course for beginning students.

MUS 115. Survey of Music Literature (3) Designed to increase the student's knowledge and appreciation of music; technical knowledge of music not required.

MUS 116. History of Jazz (3) A survey of the evolution of this American art form from its African roots and European influences to the present. Technical knowledge of music not required.

MUS 117. American Music (3) A survey of American composers, musicians, and music making (classical, folk and religious) from the earliest days of European settlement to the present. Technical knowledge of music helpful, but not required.

MUS 118. Survey of Electronic Music (3) A non-technical survey of electronic music, analytical study of compositions from recordings, and basic compositional methods utilizing the facilities of the UNCW Electronic Music Studio. Technical knowledge of music not required.

MUS 119. Popular Music of African-American Culture (3) A socio-cultural survey of urban African-American music, its performers, producers, and songwriters from 1945 to the present. Styles from rhythm and blues to rap music are examined within the context of the communities from which they evolved.

MUS 130. Chamber Music Workshop (1) Prerequisite: Consent of instructor and department chair. Small instrumental and vocal ensembles. Type of group depends upon availability of personnel. One-half hour weekly coaching, plus individual preparation of part, and weekly rehearsal with partner(s) adequate to prepare for coaching. Previous training required. May be repeated for credit.

MUS 134. Choral Workshop (3) Survey of choral literature of all periods, including contemporary and popular, through performance, score study, and analytical listening.

MUS 136. Jazz Theory and Keyboard (2) Prerequisite: MUS 111, MUSL 111. Theoretical concepts, aural skill, and basic keyboard skills associated with jazz styles.

MUS 140. Basic Piano for Non-Majors (1) Note reading, rhythm, technique, other elements of elementary piano playing. Basic repertoire. No previous music study required. Two hours per week. May be repeated for credit.

MUS 141. Class Piano I (1) Prerequisite: Consent of department chair and instructor. Basic Piano skills development, including sight-reading, repertoire, major scales and arpeggios, accompanying, and harmonization. Offered as preparation for the piano proficiency exam required of music majors. Meets three hours per week.

MUS 142. Class Piano II (1) Prerequisite: Music 141 and consent of department chair and instructor. Continued piano skills development of MUS 141, with the addition of minor scales

and arpeggios. Offered as preparation for the piano proficiency exam required of music majors. Meets three hours per week.

MUS 143-144. Class Guitar (1-1) Prerequisite: Consent of instructor. Class instruction in classical guitar. Prior experience is not required. Two laboratory hours each week.

MUS 146. Class Voice (1) Prerequisite: Consent of instructor. Singing techniques learned through vocal exercises and study of song literature. Two hours each week. Accumulative credit.

MUS 181/381. Rhythm Section Techniques (1) Prerequisite: MUS 184 or 284. Practical performance workshop for instrumentalists in a rhythm section. Primary focus on rhythmic accuracy and consistency, as well stylistic integrity and authenticity, also addresses dynamic nuances, groove variation/development. Traditional and contemporary treatments of jazz, funk, and Latin grooves, in addition to the instrumentalist's responsibility to the soloist.

MUS 182. Accompanying (1) Prerequisite: Consent of instructor. Accumulative credit limited to eight semester hours. Students will be assigned an instrumentalist or vocalist with whom to work. One hourly class meeting per week, plus accompanying for lesson of soloist and adequate rehearsal time with soloist per week to prepare for the lesson of the soloist.

MUS 183. Chamber Singers (1) Prerequisite: Audition by director. Select group chosen by audition. The singers study and perform the gamut of repertoire for smaller choir. Three rehearsal hours per week. May be repeated for credit.

MUS 184. Jazz Ensemble (1) Prerequisite: Consent of instructor and auditions by director. The study and performance of jazz techniques and interpretation of popular styles in large or small ensemble. (Intended for students who have had instrumental experience.) May be repeated for credit.

MUS 185. Wind Symphony (1) Prerequisite: Auditions by director. Study and performance of music from the band repertoire, including a broad variety of styles, composers, and nationalities. Meets a minimum of two hours each week. May be repeated for credit.

MUS 186. Concert Choir (1) Prerequisite: Auditions by director. The singers study and perform repertoire of various historical periods and styles appropriate for large chorus. Three rehearsal hours each week. May be repeated for credit.

MUS 187. Orchestra (1) Auditions by director. Study and performance of the orchestral literature performed with the Wilmington Symphony Orchestra, which meets for a minimum of two hours per week and gives an average of six performances per year. May be repeated for credit.

MUS 188. Pep Band (1) Prerequisite: Audition by director. Study and performance of music from the band repertoire, including a variety of styles and composers. Provide music and school spirit support at men's basketball home games. One two-hour rehearsal per week. May be repeated. Accumulative credit up to 8 hours.

MUS 195. Lower Level Applied Music, Private Lessons (1) Prerequisite: Consent of Music Department Chair. One half-hour music lesson per week. Requires a minimum of five practice hours per week. Minimum of one laboratory hour each week. May be repeated for credit.

MUS 196. Lower Level Applied Music, Private Lessons (2) Prerequisite: Consent of Music Department chair. One-hour music lesson per week. Requires a minimum of ten practice hours per week. Minimum of one laboratory hour each week. May be repeated for credit. (This course is intended for music majors only.)

MUS 197. Lower Level Applied Music, Private Lessons (3) Prerequisite: Consent of Music Department chair. One-hour music lesson per week. Requires a minimum of fifteen practice hours per week. Minimum of one laboratory hour each week. May be repeated for credit. (This course is intended for music performance majors only.)

MUS 203. Composition (1 or 2) Prerequisite: Consent of instructor. A beginning study of compositional techniques though direct application in original compositions. One half-hour lesson per week, accumulative credit.

MUS 211. Theory III (2) Prerequisite: MUS 112. Corequisite: MUSL 211. A study of the musical process as observed in the literature of the common practice period. Based upon both structural and functional analyses as well as problem solving and controlled composition exercises. Includes secondary dominants, chromatic approach to chords and the concept of modulation. Three hours per week.

MUSL 211. Aural Skills, Keyboard, and Sight-Singing III (1) Prerequisite: MUSL 112. Corequisite MUS 211. Includes melodic, harmonic, and rhythm dictation, keyboard work, and sight-singing using the materials introduced in MUS 211. Two hours per week.

MUS 218. Electronic Music Composition (2) Prerequisite: MUS 118. A study of basic recording and synthesizer techniques utilizing the facilities of the UNCW Electronic Music Studio.

MUS 226. Music Education for Elementary Teachers (3) Fundamentals of music theory, song accompaniment, classroom instrument techniques, and age-appropriate activities. Selection of materials, strategies for developing music perception and creativity, and enhancement of learning in other subject areas.

MUS 227. Music in Early Childhood (3) Overview of the elements of music and an introduction to singing and keyboard skills. Application of learning theories to musical development. Addresses methods, materials and evaluation.

MUS 235. Jazz Improvisation (2) Prerequisite: MUS 111-112 or consent of instructor. Development of materials and practice for improvisational skills in the jazz idiom. Open to any student with instrumental experience. Presentation in both lecture and performance format.

MUS 236. Jazz Improvisation II (2) Prerequisite: MUS 235 or consent of instructor. Materials and practices for further development of improvisational skills in the jazz idiom. Presentation in both lecture and performance format.

MUS 241. Class Piano III (1) Prerequisite: MUS 142 or consent of department chair instructor. Continued piano skills development of speed and level in major and minor scales and arpeggios, major and minor chord progressions, sight-reading, repertoire, accompanying, and harmonization. Offered as preparation for the piano proficiency exam required of music majors. Meets three hours per week.

MUS 242. Class Piano IV (1) Prerequisite: MUS 241 or consent of department chair and instructor. Continued piano skills development of MUS 241, with an emphasis on speed, fluency, and accuracy. Piano proficiency exam is the final exam in this course, and must be passed in order to pass the course. Meets three hours per week.

MUS 243. String Class (1) Prerequisite: Consent of instructor. Basic technique on violin, viola, cello, and string bass. Three hours per week.

MUS 244. Introduction to Brass and Woodwinds (1) Prerequisite: Consent of instructor. Introduction to basic technique on woodwind and brass instruments.

MUS 245. Woodwind Class (1) Prerequisite: Consent of instructor. Basic technique on clarinet, flute, saxophone, oboe, and bassoon. Three hours per week.

MUS 246. Introduction to Percussion and Strings (1) Prerequisite: Consent of instructor. Introduction to basic technique on string and percussion instruments.

MUS 247. Brass Class (1) Prerequisite: Consent of instructor. Basic technique on trumpet, French horn, trombone, and tuba. Three hours per week.

MUS 249. Percussion Class (1) Prerequisite: Consent of instructor. Basic technique on snare drum, timpani, mallet keyboards, and percussion section instruments. Three hours per week.

MUS 255. Church Music Literature (3) Prerequisite: Knowledge of music fundamentals. A survey of music literature of the Western church including a study of the historical function of various musical idioms and styles.

MUS 257. Service Playing (2) Prerequisite: Permission of instructor. Practical study of service playing: organ improvisations, modulations, and related problems.

MUS 272. Italian and German Diction for Singers (2) Italian and German phonetics, principles of lyric diction and sound production, and the international phonetic alphabet as it applies to Italian and German. General principles applicable to diverse periods, styles, and genres of "classical" vocal music set with Italian or German texts. Two and one-half hours of instruction per week.

MUS 273. French and English Diction for Singers (2) Prerequisite: MUS 272, or consent of instructor. French and English phonetics, principles of lyric diction and sound production, and the international phonetic alphabet as it applies to French and English. General principles applicable to diverse periods, styles, and genres of "classical" vocal music set with French or English texts. Two and one half hours of instruction per week.

MUS 275, 276. Keyboard Literature I & II (3,3) Prerequisite: One year private keyboard instruction at the college level. A survey of keyboard literature in relation to contemporary pedagogical use. Historical evolution of instrument design included. 275: Beginning and intermediate keyboard literature of the 18th, 19th and 20th centuries. 276: Advanced literature of the 18th, 19th and 20th centuries.

MUS 285. Basic Conducting I (2) Prerequisite: MUS 112, MUSL 112, and MUS 142. Conducting techniques, score-reading skills, issues of interpretation, and terminology. Three hours per week.

MUS 286. Basic Conducting II (2) Prerequisite: MUS 285. More advanced conducting techniques, score-reading skills, issues of interpretation, and terminology. Three hours per week.

MUS 300. Applications of Music Theory (2) Prerequisite: MUS 211. Corequisite: MUSL 300. Major analysis problems and introduction to counterpoint, arranging, and orchestration. Introduction to 20th-century materials. Three lecture hours per week.

MUSL 300. Applications of Aural and Keyboard Skills (1) Prerequisite: MUSL 211. Corequisite: MUS 300. Dictation and transcription problems, sight-singing of hymns and choral works, sight-reading of instrumental works. Two laboratory hours per week.

MUS 301. Form/Analysis (3) Prerequisite: MUS 300. A study of forms common in Western music from 1600 to the present and the development of skills in analysis.

MUS 302. Modal Counterpoint (2) Prerequisite: MUS 301. A study of strict contrapuntal practice as observed in the church music of Palestrina, Lassus and other 16th-century composers. Includes writing in 2, 3, and 4 voices in imitative and non-imitative styles.

MUS 303. Tonal Counterpoint (2) Prerequisite: MUS 301. A study of contrapuntal practice as observed in the music of J.S. Bach and other 17th- and 18th-century composers. Includes analysis and composition of both invention and fugue.

MUS 306. Orchestration and Arranging (2) Prerequisite: MUS 300 and MUSL 300. Techniques of transcribing, arranging, and scoring music for various vocal and instrumental combinations. (Designed for music majors.)

MUS 307. Twentieth Century Idioms (2) Prerequisite: MUS 301. An in-depth study of musical practice from 1900 to the present based upon both structural and functional analysis as well as problem solving and controlled compositional exercises. Includes quartal harmonies, mixed meters, texture and timbre as musical parameters, indeterminacy and serialism.

MUS 308. Jazz Arranging (2) Prerequisite: MUS 236, 300. Arranging and scoring the jazz combo, with emphasis on contemporary styles. Presentation in both lecture and performance format.

MUS 309. Jazz Arranging II (2) Prerequisite: MUS 308. Arranging and scoring the large jazz ensemble with emphasis on contemporary styles. Lecture and performance format.

MUS 310. MIDI Composition and Film Scoring (1) Prerequisite: MUS 300. Introduction to digital sound synthesis, sampling, MIDI sequencing, digital audio recording and editing, and synchronization with film/video. Technical and creative aspects will be covered. One hour per week.

MUS 325. Jazz Ensemble Techniques (1) Prerequisite: MUS 285. Basic rehearsal techniques and methods for developing and directing a high school jazz ensemble. Lecture format and practical conducting experience with one of the university's jazz ensembles.

MUS 326. General Music Methods (3) Prerequisite: Junior standing in music education. Methodology for teaching music in the classroom; lesion planning; computer applications; music textbook and materials for K-12. Field observation required.

MUS 330. Chamber Music Workshop (1) Prerequisite: MUS 130 or 182 or commensurate experience, and consent of instructor and department chair. Small instrumental and vocal ensembles. Type of group depends upon available personnel. One-half hour weekly coaching, plus individual preparation of part, and weekly rehearsal with partner(s) adequate to prepare for coaching. Performance expected. May be repeated for credit.

MUS 331. Measurement and Evaluation in Music Education (2) Prerequisites: MUS 326 and either MUS 373 or 377. Development of behavioral objectives, measurements of musical behaviors, test construction, interpretation of data and results. Covers descriptive statistics, reliability and validity.

MUS 332. Opera Performance Techniques (1) Prerequisite: Two years of college vocal study or consent of instructor. Basic techniques for the singing actor. Exploration of body movement, operatic gesture, dramatic interpretation and stage terminology. Two hours each week.

MUS 333. Opera Workshop (2) Prerequisite: MUS 332 and two years of college vocal study or consent of instructor. The musical preparation and staging of operatic scenes through dramatic interpretation and body movement., Three hours each week. May be repeated once for credit.

MUS 351, 352. Introduction to Music History I & II (3,3) Overview of music history and literature, stressing the stylistic developments of music and related social and historical events. 351: Middle Ages, Renaissance, and Baroque. 352: Classic, Romantic, and Contemporary periods.

MUS 355. Music in Religious Institutions (3) Prerequisite: MUS 255. A study of the philosophic and administrative dimensions of music in religious institutions. Topics include historical antecedents and contemporary patterns.

MUS 361, 362, 363. History of Music (2,2,2) Prerequisite: MUS 351, 352 and for 362 & 363 only, MUS 301. 361: Stylistic development of music of the Medieval and Renaissance eras. 362: music history and literature of the 17th and 18th centuries. 363: Music history and literature of the 19th and 20th centuries.

MUS 364. Contemporary Music Literature (2) Prerequisite: MUS 301 and 363. A study of music from the contemporary era.

MUS 365. Modern Jazz (4) Prerequisite: MUS 116, 236. Study of jazz music and musicians from 1940 to the present. Lecture and performance format. Three lecture hours and two laboratory/seminar hours each week.

MUS 371. Instrumental Pedagogy and Literature (3) Prerequisite: Two years of college instrumental applied music. Problems, materials, and methods in teaching instruments to private students.

MUS 372. Jazz Pedagogy (2) Prerequisite: MUS 235, 285. Basic techniques and methods for teaching jazz, emphasizing rehearsal techniques for jazz ensembles. Lecture format and practical conducting experience with one of the university's jazz ensembles.

MUS 373. Instrumental Methods (3) Prerequisite: Junior standing in music education. Instructional planning, organization, objectives, and methodology for teaching in an ensemble setting from elementary through high school level. Rehearsal design and procedure. Comprehensive musicianship, class method books and repertoire, computer applications, marching band techniques, and program management. Field experiences required.

MUS 375. Piano Pedagogy I (3) Prerequisite: Two years of private piano instruction at college level. Problems, materials, and methods and teaching beginning piano to children.

MUS 376. Piano Pedagogy II (3) Prerequisite: Two years of private piano instruction at college level. Problems, materials, and methods in teaching piano to older students of high school and early college age.

MUS 377. Choral Methods (3) Prerequisite: MUS 285, 286, and consent of instructor. Goals, objectives, methodology, and assessment procedures for teaching choral music. Topics may include repertoire and programming, learning theory applied to choral rehearsal, group vocal training techniques, rehearsal procedures, and program management strategies. Field Observation required.

MUS 378. Vocal Literature (2) Prerequisite: Two years of college vocal study or consent of instructor. Exploring solo vocal literature from the late sixteenth century to the present.

MUS 379. Vocal Pedagogy (2) Prerequisite: Two years of college vocal study or consent of instructor; completion of piano proficiency. Basic procedures and methods for teaching voice, including voice building and classification. Faculty supervision of required practical field experience.

MUS 382. Accompanying (1) Prerequisite: MUS 130 or 182 or commensurate experience, and consent of instructor and department chair. Students will be assigned an instrumentalist or vocalist with whom to work. One hour class meeting per week, accompanying for lesson of soloist, and adequate weekly rehearsal time to prepare for soloist lesson. Accumulative credit permitted up to four semester hours.

MUS 383. Chamber Singers (1) Prerequisite: Minimum of three semesters of MUS 183 or 186 and auditions by director. The singers study and perform the gamut of repertoire for smaller choir. Three rehearsal hours per week. May be repeated for credit.

MUS 384. Jazz Ensemble (1) Prerequisite: Minimum of three semesters of UNCW instrumental ensemble and auditions by director. The study and performance of jazz techniques and interpretation of popular styles in large or small ensemble. May be repeated for credit.

MUS 385. Wind Symphony (1) Prerequisite: Minimum of three semesters of MUS 184 or 185 and auditions by director. Study and performance of music from the band repertoire, including a broad variety of styles, composers, and nationalities. Meets a minimum of two hours each week. May be repeated for credit.

MUS 386. Concert Choir (1) Prerequisite: Minimum of three semesters of MUS 183 or 186 and consent of instructor. The singers study and perform repertoire of various historical periods and styles appropriate for large chorus. May be repeated for credit.

MUS 387. Orchestra (1) Prerequisite: Minimum of three semesters in MUS 184, 185 or 187 and auditions by director. Study and performance of the orchestral literature performed with the Wilmington Symphony Orchestra, which meets for a minimum of two hours per week and gives an average of six performances per year. May be repeated for credit.

MUS 393. Junior Recital (1) Prerequisite: Consent of faculty. A performance of at least 20 minutes of repertoire selected from the appropriate levels of difficulty. May be repeated once for credit.

MUS 395. Upper Level Applied Music, Private Lessons (1) Prerequisite: Consent of Music Department Chair. One-half hour music lesson per week. Requires a minimum of five practice hours per week. Minimum of one laboratory hour each week. May be repeated for credit. (Course is restricted to selected upper division music majors.)

MUS 396. Upper Level Applied Music, Private Lessons (2) Prerequisite: Consent of Music Department Chair. One-hour music lesson per week. Requires a minimum of ten practice hours per week. Minimum of one laboratory hour each week. May be repeated for credit. (Course is restricted to selected upper division music majors.)

MUS 397. Upper Level Applied Music, Private Lessons (3) Prerequisite: Consent of Music Department Chair. One-hour music lesson per week. Requires a minimum of 15 practice hours per week. Minimum of one laboratory hour each week. May be repeated for credit. (Course is restricted to selected upper division music majors.)

MUS 401. Field Experience in Music Education (1) Prerequisites: MUS 326 and either MUS 373 or 377. Designed to provide extended supervised experiences with K-12 music students. Observation and reflection; application of pedagogy.

MUS 403. Advanced Composition (3) Prerequisite: MUS 203 and consent of instructor. Music majors only. Advanced study of compositional techniques through direct application in original compositions. One hour seminar each week plus private instruction. Accumulative credit.

MUS 475. Practicum in Applied Teaching (1) Prerequisite: MUS 371, or 375-376, or 379. Students will develop and implement a private studio under the guidance of a faculty member.

MUS 485. Advanced Conducting (2) Prerequisite: MUS 285, 286, and consent of instructor. Choral or instrumental conducting techniques. Students work with the appropriate ensemble using selected literature, e.g. orchestral, wind ensemble, jazz ensemble, choral ensemble, for the various media. (Enrollment restricted to availability of laboratory ensembles and to students of exceptional background and aptitude in the field of conducting.)

MUS 490. Thesis (1) A research thesis in a subject to be determined in consultation with the music faculty during the semester preceding the taking of this course.

MUS 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, junior or senior standing, and consent of instructor, department chair and dean. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue.

MUS 493. Senior Recital (1) Prerequisite: Consent of the music faculty. A performance of at least 40 minutes of repertoire selected from the appropriate levels of difficultly. May be repeated once for credit.

MUS 495. Seminar in Music (1-3) Prerequisite: Junior standing. Consideration of special subjects not covered in detail in regular course offerings. More than one topic may be taken for credit.

MUS 496. Senior Seminar in Music (3) Prerequisite: Senior standing in General Music program. Synthesis and application to specific topics of skills drawn from previous musical study. Topics vary according to class and professor's interests. May be repeated under a different subtitle.

MUS 498. Internship in Music (3 or 6) Prerequisite: Junior or senior standing, and permission of chair. Academic training and practical field experience through a program of work and study within an agency and/or setting related to the student's principal area of interest. Faculty supervision and evaluation of all study and on-site activity. (A maximum of six credit hours may be applied toward the degree).

MUS 499. Honors Work in Music (2-3) Prerequisite: Eligibility for honors program, and junior or senior standing. Independent study for honor students.

For 292 and 492; 294 and 494, see explanations on p. 184, 104.

Nursing Course Descriptions
(School of Nursing)

Courses for Prelicensure

NSG 112. Survey of Professional Nursing (1) Provides an overview of nursing as a profession for potential applicants to the School of Nursing. Examines the scope of practice of the registered nurse, various practice settings and the role of the nurse in health care today. Explores history, issues and trends in nursing. Offers information about the goals and curriculum of the UNCW School of Nursing.

NSG 250. Introduction to Health Assessment (3) Introduces the core concepts and techniques of health assessment. Course content includes a framework for assessment of individuals across the life span. Opportunities are provided for laboratory and clinical application of introductory concepts and techniques of health assessment. Application of concepts and essential psychomotor skills are demonstrated in clinical experiences using advanced technology and working with clients in selected clinical agencies.

NSG 251. Communication Skills for Health Professionals (3) Introduces selected theories of human interaction and communication that impact professional communication in health care settings. Foundational skills of effective communication are developed through simulated laboratory experience. The course utilizes interview data from concurrent clinical experiences in Adult Health I.

NSG 325. Introduction to Pharmacotherapeutics (3) Survey course designed to introduce the basic concepts of pharmacology and pharmacotherapy to the nursing/allied health professional student.

NSG 326. Adult Health I Nursing (8) Prerequisite: Admission to the pre-licensure program. Introduces the core concepts of nursing essential to the role of the professional nurse when caring for individual clients with medical/surgical conditions. Course content will emphasize the relationship between the nursing process and client centered care, clinical reasoning, and integrity of practice applied to problems of oxygenation/ventilation, problems of movement and coordination, and problems of perception and sensory input in vulnerable populations. Adopted theories from physiology, psychology, sociology and nursing will be related to client centered care and quality improvement. Application of concepts and essential psychomotor skills are demonstrated in clinical experiences and using advanced technology working with clients in selected clinical agencies.

NSG 327. Clinical Reasoning/Scientific Inquiry (3) Introduces the basis of clinical reasoning and scientific inquiry, outcomes, information systems and management, evidence-based practice, and scholarship/scientific writing. The student will develop skills in clinical reasoning and using the research process to define clinical research problems.

NSG 328. Introduction to Pathophysiology (3) Introduces the pathophysiology of human conditions. Course content will emphasize selected diseases that represent major conditions of various body systems. Discussion topics focus on adaptation of those systems to diseases across the life span.

NSG 329. Mental Health Nursing (4) Prerequisite: NSG 326. Corequisite: NSG 332. Introduces the core concepts of nursing essential to the role of the professional nurse caring for clients with mental health disorders across the life span and to their families. Course content will include factors currently shaping professional nursing roles and on interpersonal skills required for improving health status and diverse client needs. Adopted theories will be related to legal

and ethical considerations in client-centered care, quality improvement, and life long learning. Application of concepts is demonstrated in clinical experiences working with clients in selected clinical agencies.

NSG 332. Community Health Nursing (5) Prerequisite: NSG 326. Corequisite: NSG 329. Introduces the core concepts of professional nursing essential to the role of the professional nurse when caring for aggregates of clients in the community. Course contents emphasize the relationship between the community nursing process and client centered care, clinical reasoning, and integrity of practice applied risk reduction, health prevention and promotion for individuals, families, and aggregates in diverse community settings. Adopted theories from epidemiology, sociology, nursing, and environmental management are related to the aggregate client centered care and quality improvement. Application of concepts and essential psychomotor skills are demonstrated in a clinical experiences using advanced technology and working with clients in selected clinical agencies.

NSG 333. Leadership & Management in Nursing (3) Introduces the core concepts of leadership and management for the professional nurse. Course content includes discussion of theories of management and leadership; health systems organizations; change, power, authority; role development; models of nursing care delivery; legal ramifications of delegation; models of quality management; nursing and the political process.

NSG 334. Gerontology/End of Life Care (3) Introduces the student to the demographic, physiological, psychosocial and economic aspects of aging. Critical assessment parameters will be used as a framework for identifying both normal and pathological with emphasis on nursing assessment and management of care. Course content will include primary care, secondary care, tertiary care and prevention, care giving roles, ethical issues, legal issues and resource allocation.

NSG 345. Health Maintenance Needs of Young Children (2) Prerequisite: PSY 220, HEA 201, 207. Corequisite: SOC 349, NSGL 345. Focuses on health maintenance needs of young children (birth through kindergarten). From the perspective of teachers and caretakers, it addresses activities of daily living, environmental safety, common health problems and infection control within community daycare and preschool settings. This course is designed for non-nursing majors.

NSGL 345. Health Maintenance Needs of Young Children Practicum (1) Prerequisite: PSY 220, HEA 201, 207. Corequisite: SOC 349, NSG 345. Provides students opportunity to work in a variety of childcare settings with a specific focus on health maintenance of young children and their families. They will practice childcare skills and experience ways in which the dependency needs of children (birth through kindergarten) are managed by staff members in community settings while maintaining a healthy safe environment. This course is designed for non-nursing majors.

NSG 401. Pediatric Nursing (4) Prerequisite: NSG 326, 329, 332. Corequisite: NSG 402. Introduces the core concepts of nursing essential to the role of the professional nurse caring for children and their families. Course content includes strategies for improving the child's health status based on diverse needs dictated by the environment and the professional values of client-centered care, life-long learning, and quality improvement. Application of essential psychomotor skills is demonstrated in experiences working with children in culturally diverse clinical agencies.

NSG 402. Maternal-Infant Nursing (4) Prerequisite: NSG 326, 329, 332. Corequisite: NSG 401. Introduces core concepts of nursing essential to the role of the professional nurse caring for families. The course content will include health promotion and restoration for the childbearing

family during the prenatal, perinatal and postnatal periods, along with professional values of client-centered care, life-long learning and quality improvement. Applications of concepts and essential psychomotor skills are demonstrated in clinical experiences working with clients in culturally diverse agencies.

NSG 403. Adult Health II (9) Prerequisite: NSG 326, 329, 332, 402, 401. Introduces advanced concepts of nursing essential to the role of the professional nurse when caring for adult clients with complex health problems. Course content will include measures to maintain and support the health status related to the pathophysiology of selected diseases and changes in function. Emphasis will be placed on the relationship between the nursing process and client centered care, clinical reasoning, and integrity of practice applied to acute and chronic conditions. Adopted theories from physiology, psychology, sociology and nursing will be related to client centered care and quality improvement. Application of concepts and essential psychomotor skills are demonstrated in clinical experiences using advanced technology and working with clients in selected clinical agencies.

NSG 404 (504). Health Policy (3) A debate-seminar course focusing on social, psychological, cultural, economic, political, legal, and ethical environments which shape health care delivery systems. Advanced nursing practice in primary care is studied relative to inter professional relationships and leadership in health policy, health care reform, successful models of health delivery, poverty, research, and interdisciplinary health management.

NSG 410. Theoretical Foundations for the Professional Nurse III: Community Health Nursing (3) Prerequisite for prelicensure program: NSG 362, 370, NSGL 370. Prerequisite or corequisite for RN Access (RN to BS) Program: NSG 389, NSGL 389. Introduces the theoretical framework for community-based nursing practice. Examines the role of the professional nurse in the community. Focuses on using the nursing process with high-risk aggregates for community assessment, program planning, implementation, and evaluation. Explores using epidemiology, biostatistics; and primary, secondary, and tertiary prevention. Explores environmental issues and the impact of health care policy at the community level.

NSG 415. Research in Nursing (3) Introduces research design and analysis necessary to examine, apply, and utilize nursing science. Course content includes an overview of current issues in knowledge development in nursing including the process of research utilization and evidence based practice. The student will conduct analytic critiques of the research literature for scientific merit, synthesize these critiques for application to practice, and develop strategies for providing leadership to make evidence based practice a reality in current and future work settings.

NSG 430. Nursing Process III: Nursing Management of Families in Transition (5) Prerequisites: NSG 362, 370, NSGL 370. Corequisite: NSGL 430. Prerequisite or corequisites: NSG 410, 415. Focuses on the role of the professional nurse in health promotion and care of clients with chronic health problems. Emphasizes health promotion both with the childbearing family experiencing a normal pregnancy and with clients and families experiencing complications of childbearing or adapting to chronic illness in a family member. Incorporates theory related to the role of the family in health and illness, family assessment, and nursing process with the family.

NSGL 430. Nursing Process III: Nursing Management of Families in Transition Practicum (4) Prerequisite: NSG 362, 370, NSGL 370. Corequisite: NSG 430. Prerequisite or corequisite: NSG 410, 415. Provides opportunity for clinical application of concepts introduced in corequisite courses. Requires demonstration of nursing process with both the childbearing family experiencing a normal pregnancy and with clients and families experiencing complications of childbearing or adapting to chronic illness in a family member. Focuses on the role of the professional nurse in health promotion.

NSG 445. Nursing in Barbados (5) Study designed for upper-division nursing majors and registered nurses to study the culture and health care practices of the people of Barbados. Students will have an in-depth study of the political, social, economic, religious, educational, governmental and health care systems. They will examine the history, traditions, customs, and health practices of the Bajan people. Clinical practicum will focus on care of clients in the Queen Elizabeth Hospital and Sir Winston Scott Polyclinic.

NSG 460. Theoretical Foundations for the Professional Nurse IV: Leadership in Nursing (3) Prerequisites: NSG 410, 415, 430, NSGL 430. Coequalities: NSG 470, NSGL 470, NSG 490. Focuses on principles of leadership and management for the professional nurse. Includes discussion of concepts and theories of health systems organization, change, communication, and conflict management. Examines models of nursing care delivery and issues related to delegation. Discusses quality assurance models and computer applications in nursing.

NSG 470. Nursing Process IV: Nursing Management of Clients with Complex Health Problems (5) Prerequisites: NSG 410, 430, NSGL 430. Corequisites: NSGL 470, NSG 490. Prerequisite or corequisites: NSG 460. Focuses on the role of the professional nurse managing the care of clients with selected complex health problems. Examines impact of complex health problems on the family and the community. Explores issues related to triage, ethical dilemmas, and legal concerns encountered by the professional nurse in complex care settings.

NSGL 470. Practicum Nursing Process IV: Nursing Management of Clients with Complex Health Problems Practicum (4) Prerequisites: NSG 410, 430, NSGL 430. Corequisites: NSGL 470. Prerequisite or corequisites: NSG 460, NSG 490. Provides the opportunity for clinical application of concepts introduced in NSG 470. Requires demonstration of nursing process to prioritize and manage selected complex health problems in caring for the client in the context of the family. Emphasizes integration of theoretical foundations and previously learned skills with increased independence in the clinical setting.

NSG 480 (580). Transcultural Health Care (3) Explores values and belief systems influencing health behaviors of culturally diverse groups. Emphasizes cultural, social, political, and economic forces that influence access to and use of health care resources. Identifies a conceptual basis for assessment, planning, implementation, and evaluation of health care for culturally diverse clients. Fosters cultural sensitivity to life styles, values, and concepts concerning health and health care. The goal of this course is to broaden the student's perception and understanding of health/HEALTH and illness/ILLNESS and the variety of meanings these terms carry for members of differing sociocultural populations.

NSG 481 (581). Spanish for Health Professionals (3) Prerequisite: Permission of the instructor. Emphasizes achieving active command of language spoken in the Hispanic world related to health care. Includes practical communication, current vocabulary, and colloquial expressions. Extensive use of audio aids.

NSG 483 (583). Migrant and Farm Worker Health (3) Examines health problems prevalent across the lifespan among Hispanic, migrant, farm workers and their families. Focuses on cultural values and belief systems that influence health behaviors. Analyzes social, economic, legal, and political forces that influence access to and use of health care services. Attention to cultural sensitivity requisites for effective, intercultural, communication between health care workers and Hispanic, migrant farm workers and their families.

NSG 486. Family Nursing (3) Introduces the core concepts of nursing essential to the role of the professional nurse when caring for families in all phases of the life cycle. The course content includes a broad range of family concepts from multidisciplinary research, theories, and frameworks, with emphasis on comprehensive family assessment and ethical dilemmas in practice.

NSG 487. Genetics and Molecular Therapies (3) This course will focus on an introduction to emerging knowledge in human molecular genetics and the related implications for health care across the lifespan through multidisciplinary perspectives. Content focuses on the application of genetics to clinical practice, including screening for genetic predisposition, the impact of genetics on health promotion and disease prevention, and the uses of genetically engineered technology and therapies. Students will be encouraged to critically examine the social, legal, cultural, political, and professional implications of the integration of genetics into health care practices.

NSG 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, junior or senior standing; consent of instructor; NSG 330, NSGL 330, or NSG 389, NSGL 389. A maximum of six hours will apply toward graduation.

NSG 495. Selected Topics in Nursing (1-3) Prerequisite: Nursing student with junior or senior standing, and consent of the instructor. Selected topics in nursing. A maximum of three hours will apply toward graduation.

NSGL 495. Selected Topics in Clinical Nursing (1-3) Prerequisite: Nursing student with junior or senior standing, and consent of the instructor. Selected topics in clinical nursing. A maximum of three hours will apply toward graduation.

NSG 499. Honors Work in Nursing (2-3) Prerequisite: Eligibility for honors program; NSG 330, NSGL 330 or NSG 389, NSGL 389. Individual study for honors students.

Courses for Registered Nurses

NSG 216. Contemporary Issues in Nursing Practice (3) Prerequisite: Admission to the School of Nursing. A seminar course for registered nurses which examines contemporary issues in professional nursing practice for clients across the life span. Uses selected theories and research as frameworks for examining current nursing practice issues. Students will explore issues related to registered nurses returning to school for professional education. Upon successful completion of the course, the student receives 24-semester hour's credit in lieu of transfer nursing credit from the student's basic nursing education program.

NSG 250. Introduction to Health Assessment (3) Introduces the core concepts and techniques of health assessment. Course content includes a framework for assessment of individuals across the life span. Opportunities are provided for laboratory and clinical application of introductory concepts and techniques of health assessment. Application of concepts and essential psychomotor skills are demonstrated in clinical experiences using advanced technology and working with clients in selected clinical agencies.

NSG 389. Family Nursing (4) Prerequisites: NSG 216. Corequisite: NSGL 389. A course for registered nurses which emphasizes using the nursing process with families in all phases of the life cycle. Provides a broad information base about a range of family concepts drawn from multidisciplinary research, theories and frameworks. Facilitates applying the nursing process with families and/or groups using data collected from weekly home visits in the associated clinical practicum. Students generate an individualized clinical nursing framework addressing health promotion, illness prevention, and health protection.

NSGL 389. Family Nursing Practicum (2) Prerequisite: NSG 216. Corequisite: NSG 389. Provides the opportunity for clinical application of concepts and techniques taught in NSG 389. Emphasizes comprehensive family assessment using a knowledge base grounded in nursing and multi-

disciplinary research, theories and/or frameworks. Examines ethical dilemmas in practice. Students develop their own clinical framework.

NSG 410. Theoretical Foundations for the Professional Nurse III: Community Health Nursing (3) Prerequisite for prelicensure program: NSG 362, 370, NSGL 370. Prerequisite or corequisite for RN Access (RN to BS) Program: NSG 389, NSGL 389. Introduces the theoretical framework for community-based nursing practice. Examines the role of the professional nurse in the community. Focuses on using the nursing process with high-risk aggregates for community assessment, program planning, implementation, and evaluation. Explores using epidemiology, biostatistics; and primary, secondary, and tertiary prevention. Explores environmental issues and the impact of health care policy at the community level.

NSG 415. Research in Nursing (3) Introduces research design and analysis necessary to examine, apply, and utilize nursing science. Course content includes an overview of current issues in knowledge development in nursing including the process of research utilization and evidence based practice. The student will conduct analytic critiques of the research literature for scientific merit, synthesize these critiques for application to practice, and develop strategies for providing leadership to make evidence based practice a reality in current and future work settings.

NSG 420. Leadership in the Health Care Delivery System (3) Organizational, human resource and fiscal management, leadership and health care policy theories lay the foundation for leadership and management for the professional nurse. A seminar format will be used to explore the impact of the selected theories for the professional nurse.

NSGL 420. Leadership in the Health Care Delivery System Practicum (2) Provides the opportunity for the clinical application of the theories and concepts of leadership and management in health care systems. Individualized clinical placement will facilitate student application of concepts. The practicum will be negotiated with the clinical instructor. (Six hours of clinical practicum each week).

NSG 445. Nursing in Barbados (5) Study designed for upper-division nursing majors and registered nurses to study the culture and health care practices of the people of Barbados. Students will have an in-depth study of the political, social, economic, religious, educational, governmental and health care systems. They will examine the history, traditions, customs, and health practices of the Bajan people. Clinical practicum will focus on care of clients in the Queen Elizabeth Hospital and Sir Winston Scott Polyclinic.

NSG 480 (580). Transcultural Health Care (3) Explores values and belief systems influencing health behaviors of culturally diverse groups. Emphasizes cultural, social, political, and economic forces that influence access to and use of health care resources. Identifies a conceptual basis for assessment, planning, implementation, and evaluation of health care for culturally diverse clients. Fosters cultural sensitivity to life styles, values, and concepts concerning health and health care. The goal of this course is to broaden the student's perception and understanding of health/HEALTH and illness/ILLNESS and the variety of meanings these terms carry for members of differing sociocultural populations.

NSG 481 (581). Spanish for Health Professionals (3) Prerequisite: Permission of the instructor. Emphasizes achieving active command of language spoken in the Hispanic world related to health care. Includes practical communication, current vocabulary, and colloquial expressions. Extensive use of audio aids.

NSG 483 (583). Migrant and Farm Worker Health (3) Examines health problems prevalent across the lifespan among Hispanic, migrant, farm workers and their families. Focuses on cultural

values and belief systems that influence health behaviors. Analyzes social, economic, legal, and political forces that influence access to and use of health care services. Attention to cultural sensitivity requisites for effective, intercultural, communication between health care workers and Hispanic, migrant farm workers and their families.

NSG 489. Chronic Illness Nursing (3) Prerequisite: NSG 389, NSGL 389. Corequisite: NSGL 489. Focuses on using the nursing process with individuals, families, and groups having complex health needs. Concepts of tertiary care including rehabilitation, compliance, long-term care, and chronic pain control provide the foundation for the role of the nurse in chronic care. Introduces case-management and health policy concepts related to management of complex health needs.

NSGL 489. Chronic Illness Nursing Practicum (3) Prerequisite: NSG 389, NSGL 389. Corequisite: NSG 489. This course provides the opportunity for the clinical application of concepts and theories taught in NSG 489. Students use the nursing process to coordinate health care needs of individuals, families, or groups having chronic illness or complex health problems.

NSG 490. Capstone Clinical Experience (2) Prerequisite or corequisite: NSG 470, NSGL 470 (prelicensure students) or NSG 489, NSGL 489 (RN students). Provides the opportunity to apply nursing process and nursing skills in a selected area of nursing practice. Integrates theoretical foundation concepts including role, leadership, research, and change. Focuses on pertinent practice related issues, such as role transition, current issues, and trends in health care affecting the role of the professional nurse in an associated seminar. Three hours per week clinical practicum and one hour per week seminar.

NSG 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, junior or senior standing; consent of instructor; NSG 330, NSGL 330, or NSG 389, NSGL 389. A maximum of six hours will apply toward graduation.

NSG 495. Selected Topics in Nursing (1-3) Prerequisite: Nursing student with junior or senior standing, and consent of the instructor. Selected topics in nursing. A maximum of three hours will apply toward graduation.

NSGL 495. Selected Topics in Clinical Nursing (1-3) Prerequisite: Nursing student with junior or senior standing, and consent of the instructor. Selected topics in clinical nursing. A maximum of three hours will apply toward graduation.

NSG 499. Honors Work in Nursing (2-3) Prerequisite: Eligibility for honors program; NSG 330, NSGL 330 or NSG 389, NSGL 389. Individual study for honors students.

For 292 and 492; 294 and 494; see explanations on p. 184, 104.

Philosophy Course Descriptions

(Department of Philosophy and Religion)

PAR 101. Invitation to Philosophical Thinking (3) An introduction to various philosophers and philosophical problems from historical, critical, and other perspectives.

PAR 110. Introduction to Logic (3) Introduction to the principles of logic including the rules of deduction, the categorical syllogism, induction, and fallacies. Initiation in computer logic programs.

PAR 115. Introduction to Ethics (3) An introduction to fundamental principles, theories, and problems in ethics.

PAR 201. History of Western Philosophy I (3) A survey of Western philosophical thought in ancient and medieval times. Emphasis on the Greek origins of the philosophical tradition. Readings from the Pre-Socratics, Plato, Aristotle, Roman philosophy and such Christian thinkers as Augustine and Thomas Aquinas.

PAR 202. History of Western Philosophy II (3) A survey of Western philosophical thought from the beginning of the modern era to the present. Emphasis on the rationalist and empiricist traditions. Readings from such philosophers as Descartes, Spinoza, Locke, Hume, Kant and Russell.

PAR 205. American Philosophy (3) A survey of American philosophical thought from colonial times to the present. Readings from such American thinkers as Jonathan Edwards, the Federalist authors, Thoreau, James, Dewey and Quine.

PAR 211. Philosophy of Human Nature (3) A survey and evaluation of past and present theories of human nature; to include such topics as nature and culture, freedom and rationality, issues in gender identity, and theories of education and human development.

PAR 213. Existentialism (3) An introduction to major themes in existential thought such as freedom, authenticity, death of God, the meaning of life. Primary source readings from existential authors, e.g., Kierkegaard, Nietzsche, Heidegger, Sartre, Marcel.

PAR 215. Bioethics (3) Examination of the principles and problems in the application of ethical theory to medical research and practice.

PAR 218. Symbolic Logic (3) Fundamentals of an axiomatic logical system, including both the propositional calculus and the predicate calculus, consistency and completeness proofs, and mathematical induction.

PAR 220. Race and Social Justice (3) Introduction to philosophical issues in race and social justice. Topics include race and identity, discrimination, multiculturalism, affirmative action, anti-racism.

PAR 265. Philosophy and Film (3) Examines the relationships between philosophical inquiry and motion pictures, including how philosophical ideas have influenced film as well as the use of film as a medium for expressing and analyzing philosophical issues. Readings include great works of philosophy from ancient, modern, and contemporary times.

PAR 302. Plato (3) Prerequisite: PAR 101, 201 or consent of instructor. Study of the Dialogues of Plato. Analysis of texts; contemporary interpretations.

PAR 303. Aristotle (3) Prerequisite: PAR 101 or 201. An examination of Aristotle's philosophy through selected texts, supplemented with contemporary criticisms. Aristotle's criticisms of Plato; problems of interpretation.

PAR 305. Medieval Philosophy (3) A survey of Islamic, Jewish and Christian philosophical thought in medieval times. Readings from such thinkers as Augustine, Avicenna, Averroes, Maimonides and Thomas Aquinas.

PAR 310. (PLS 310) Legal Philosophy and Jurisprudence (3) Prerequisite: Junior standing and/or the consent of instructor. An introduction to the nature, concept and sources of law and the various schools of jurisprudence. Topics treated include: natural law; historical, analytical and

sociological jurisprudence; idealism, utilitarianism and legal realism; equity, justice, precedent, custom and law, and the relation of law and morality.

PAR 313. Social and Political Philosophy (3) Prerequisite: PAR 101, 115, or consent of instructor. An exploration of philosophical issues and concepts central to an understanding of social and political life; e.g., function and cause, justice, liberty, equality, societal facts and laws, utopias, reason and political argument, political obligation and the public interest.

PAR 315. Media Ethics (3) Prerequisite: PAR 101, 115, or consent of instructor. An examination of ethical issues in the media, including print and broadcast journalism, advertising, public relations, and the entertainment media.

PAR 316. The Philosophy of Art (3) Prerequisite: PAR 101 or consent of instructor. Investigation and exploration into both traditional and contemporary theories regarding the philosophy of art and its associated problems. Visual arts, such as painting, sculpture, film, etc., will be examined.

PAR 317. Epistemology (3) Prerequisite: PAR 101 or 201-202. Fundamental issues in theory of knowledge: nature of knowledge; reasoning, judgment; truth, certainty and probability.

PAR 318. Metaphysics (3) Prerequisite: PAR 101 or 201-202. Fundamental issues and positions concerning the nature of reality: theories of being, substance, causality.

PAR 320. Philosophy of Mind (3) Prerequisite: PAR 101 or consent of instructor. Selected readings drawn from classical and/or contemporary sources bearing on problems of the self, such as the issue of personal identity and the concept of a person, the problem of the relation of mind and body and the question of the nature of consciousness.

PAR 340. Philosophy of Religion (3) Prerequisite: PAR 101 or 103. Examination of the basic problems found in Western philosophy concerning religion, including efforts to prove the existence of God, the role of faith and reason, the problem of evil, immortality, religious experience, religious language, and religious pluralism.

PAR 345. Philosophy of Science (3) Prerequisite: PAR 101 or consent of instructor. Fundamental issues in the philosophy of science; the nature of scientific method; modes of verification and the role of paradigms.

PAR 346. Philosophy of Biology (3) Prerequisite: PAR 101. Examination of the main concepts of contemporary theories in the biological sciences from the perspective of the philosophy of science. Issues including reductionism, scientific realism, confirmation, explanation, and the nature of laws in the biological sciences will be addressed.

PAR 360. Philosophy of Evolution (3) Prerequisite: PAR 101 or consent of instructor. Examination of philosophical issues found in the study of evolution: origins of the theory; impact on science; methodology of Darwinian and contemporary evolutionary studies; concepts of species, natural selection and adaptation and its mechanisms; application of evolutionary theory of human culture; and debates over creationism and sociobiology.

PAR 365. Topics in Philosophy and Film (3) Prerequisite: PAR 101 or consent of instructor. Examination of a specific philosophical topic (such as aesthetics, reality, love, freedom, responsibility, morality, social class, race and gender) through film. Analysis of the topic under investigation will include reading primary sources in philosophy, lecture and discussion, and film screenings. May be repeated under different subtitles for up to 12 credit hours.

PAR 400. Colloquium for Majors (3) Prerequisite: Junior or senior standing. An interdisciplinary investigation of various philosophical and religious questions. Themes for study: the problem of evil, the relations of faith and reason, symbolism and language, meaning of freedom, and concepts of determinism. Required of majors in junior or senior year; open to qualified non-majors.

PAR 401. The Philosophy of Immanuel Kant (3) Prerequisite: PAR 101 or 202. An examination of the thought and influence of Kant in his three great critiques, especially the first, the Critique of Pure Reason, as well as in his Groundwork of the Metaphysics of Morals.

PAR 405. Contemporary Philosophical Thought (3) Prerequisite: PAR 101 or 202. Primary source study of the various philosophers of the 20th century, representing the major schools or movements.

PAR 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, junior or senior standing, and consent of instructor, department chair and dean. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue.

PAR 495. Seminar (1-3) Prerequisite: Credit in philosophy and religion and consent of department. Research of selected philosophic and/or religious problems.

PAR 499. Honors Work in Philosophy (2-3) Prerequisite: Eligibility for honors program and senior standing. Independent study for honors students.

Religion Course Descriptions

(Department of Philosophy and Religion)

PAR 103. Introduction to Religion (3) Religion as a field of study; major modes of religious expression; chief issues in religious thought and experience; the search for method since the Enlightenment critique; contemporary developments.

PAR 125. Great Books of the World's Religions (3) Selections from classic writings of both Western and Eastern religions, including Hebrew Bible, the New Testament, the Qur'an, and Buddhist and Hindu scriptures. Examination of their central ideas and values as well as their development and acceptance as sacred scriptures.

PAR 140. Research Tools for Historical and Textual Criticism—Hebrew (3) Basic study of the Hebrew language with special attention to that of the Old Testament.

PAR 141. Research Tools for Historical and Textual Criticism—Greek (3) Basic study of the Greek language with special attention to that of the New Testament.

PAR 142. Intermediate Greek (3) Continued study of the Greek language with attention to texts from the Hellenistic world.

PAR 225. Women and Religion (3) Images, expectations, and experiences of women in the history of religions. Topics include the importance of gender to the study of religion, women's real or perceived power (or lack of it) within the major classical traditions, and alternative women's religious groups and ideas appearing since the 1970s.

PAR 230. Judaism, Christianity and Islam (3) Survey of the three major Abrahamic faiths; the origins, beliefs and practices of these "people of the Book;" history of their interactions and influence on Western culture.

PAR 231. Primitive and Classical Religions (3) A survey of primitive religion as revealed both in archaeological research and remaining primitive customs; examination of classical faiths of Egypt, Mesopotamia and ancient Europe.

PAR 232. Asian Religions (3) A survey of Hinduism, Buddhism, Taoism, and Confucianism; historical aspects, basic insights, contemporary relevance.

PAR 233. African Religions (3) Religions of Africa, including traditional and non-traditional religious systems, and their impact on African societies and Africanism in the Americas.

PAR 235. Introduction to the Old Testament (3) Historical study of the Hebrew Scriptures and their cultural background; focus on the values, problems, and perceptions of the human condition reflected in these texts and archaeological data related to them.

PAR 236. Introduction to the New Testament (3) Historical survey of the canonical Christian literature; illustration of contemporary methods of text-criticism, literary-criticism, form-criticism, and redaction-criticism; focus on results of modern scholarship in appreciating the Gospels and their function in the early Christian community.

PAR 238. History of Christianity I: Early and Medieval (3) Survey of the basic development of the Christian church from its foundation to the Protestant Reformation. Emphasis on major thinkers and pivotal events that determined the historical trends.

PAR 240. History of Christianity II: Modern (3) Survey of the history of Christianity from the Reformation to the present. Accent on the contributions of the chief theologians and the particular problems raised by "modernity" since the 17th century.

PAR 242. Religion in America (3) Survey of religious thought and experience from colonial times to the present; representative Protestant, Catholic, and Jewish leaders; Native American and Black American traditions; religious reform and revivalism.

PAR 243. Afro-American Religion (3) Study of the religious life of black American communities, with concentration on independent traditions, sects, and a sampling of major thinkers and issues.

PAR 244. Caribbean Religions (3) Religious diversity within the Caribbean, including established, non-traditional, and Afrocentric religious traditions, and their interaction with popular culture.

PAR 245. Judaism (3) Introduction to religious beliefs, rituals and traditions of Judaism. Examination of its historical background and contemporary significance.

PAR 246. Islam (3) Introduction to religious beliefs, rituals and traditions of Islam. Examination of its historical background and contemporary significance.

PAR 247. Religions of India (3) Examination of the religions of India as seen in ethical and social thought, ritual and meditation practice, philosophy, and art. Includes Hinduism, Buddhism, Sikhism, and Jainism.

PAR 248. Buddhism (3) Survey of the essentials of Buddhism as seen in ethical and social thought, meditation practices, philosophies, rituals and art.

PAR 325. Psychology of Religion (3) Prerequisite: PAR 103 or consent of instructor. Selected readings on the nature and types of religious experience, and on theories of personality and consciousness as they relate to religion. Examination of the writings of Freud, Jung, and others.

PAR 330. Religion and Literature (3) The interplay between religion and literature through an exploration of the religious themes, images, and experiences expressed in contemporary and classical world literatures.

PAR 334. Old Testament Literature (3) Analysis and interpretation of a particular part of the Hebrew Scriptures. Topics will vary from one course offering to another. (The Torah; the Prophets; the Writings).

PAR 336. New Testament Literature (3) Analysis and interpretation of a particular part of the New Testament. Topics will vary from one course offering to another. (The Gospels; the Acts of the Apostles; the Johannine works; the Letters of Paul).

PAR 337. Apocrypha and Pseudepigrapha (3) Prerequisite: PAR 235 or 236. Analysis of the major Jewish and Christian writings related to but excluded from the Bible, including histories, apocalypses, testaments, prayers, moral tales, and wisdom books.

PAR 340. Philosophy of Religion (3) Prerequisite: PAR 101 or 103. Examination of the basic problems found in Western philosophy concerning religion, including efforts to prove the existence of God, the role of faith and reason, the problem of evil, immortality, religious experience, religious language, and religious pluralism.

PAR 342. Evil and Suffering (3) Prerequisite: PAR 101 or 103 or consent of instructor. Survey of religious and philosophical debates on the nature, origin, and existence of evil and suffering. Examines definitions of and explanations for evil in Eastern, Western, and tribal religions; the problem of evil; and popular culture's fascination with evil.

PAR 343. Atheism and Unbelief (3) Prerequisite: PAR 101 or 103 or consent of instructor. Survey of beliefs, assumptions, and arguments of atheism and other varieties of unbelief. Examines major atheistic explanations for the phenomenon of religion, and atheism and unbelief within Eastern and Western religions.

PAR 350. Native American Religious Traditions (3) Prerequisite: PAR 103 or 242. Examination of the religious traditions of native peoples of North America with a focus on beliefs, rituals, and contemporary developments.

PAR 351. (HST 351) Religion in Early America (3) Prerequisite: PAR 242 or HST 201. Examination of the role and significance of religion in early American culture and society. Topics include contact between Native American and Euro-American religious traditions, Puritanism, First Great Awakening, religion in the revolutionary era, separation of church and state.

PAR 352. (HST 345) Religion in Antebellum America (3) Prerequisite: PAR 242 or HST 201 or consent of instructor. The influences and meanings of religion in antebellum American society. Topics include Second Great Awakening, expansion of Protestant and Catholic churches, communitarian movements, religious responses to slavery.

PAR 353. (HST 359) Religious Reform in Modern America (3) Prerequisite: PAR 242 or HST 202, or consent of instructor. Religious thought and action concerning social change in modern America. Topics include urban revivalism, labor, civil rights, and peace movements. Emphasis on differing interpretations of scripture, church teachings, and religious identity.

PAR 355. Southern Religion (3) Prerequisite: PAR 103 or consent of instructor. Study of religion in the Old and New South. Topics include Native American religious traditions, religious practices of blacks and whites, evangelicalism and fundamentalism, church involvement in political and social issues.

PAR 362. Archaeology of Ancient Israel (3) Prerequisite: PAR 103 or 235, or consent of instructor. Study of Ancient Israel, its peoples and cultures through archaeological artifacts and analysis of ancient writings.

PAR 370. Tibetan Buddhism (3) Prerequisite: PAR 232 or 248 or consent of instructor. Examination of the Buddhism of Tibet as seen in ethical and social thought, ritual and meditation practice, philosophy, and art.

PAR 400. Colloquium for Majors (3) Prerequisite: Junior or senior standing. An interdisciplinary investigation of various philosophical and religious questions. Themes for study: the problem of evil, the relations of faith and reason, symbolism and language, meaning of freedom, and concepts of determinism. Required of majors in junior or senior year; open to qualified nonmajors.

PAR 421. Contemporary Religious Thought (3) Prerequisite: PAR 103. Primary source study of principal religious thinkers of 20th century, especially within Judaism and Christianity.

PAR 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, junior or senior standing, and consent of instructor, department chair and dean. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue.

PAR 495. Seminar (1-3) Prerequisite: Credit in philosophy and religion and consent of department. Research of selected philosophic and/or religious problems.

PAR 499. Honors Work in Philosophy (2-3) Prerequisite: Eligibility for honors program and senior standing. Independent study for honors students.

Physical Education Course Descriptions

(Department of Health and Applied Human Sciences)

PED 101. Foundations of Physical Activity (2) Study of immediate and long-term effects of physical activity and establishment of individualized programs for acquiring and maintaining physical fitness. One lecture and two hours of activity each week.

PED 103. Physical Education Activity - Program of Outdoor Pursuits (3) Prerequisite: PED 101 or equivalent. Study of and participation in the skills and knowledge of various outdoor recreational activities in a natural setting. Minimum of 10 one-hour lecture sessions and a minimum of 11 excursion days. Travel and subsistence costs for activities borne by the student. (Nonmajors may repeat PED 103, in a different activity area, only once.)

PED 104. Scuba (2) Prerequisite: Proficiency in swimming skills and completion of a medical history form prior to first class. History, theory, and principles of scuba diving. Hyperbaric physiology equipment and development, use and maintenance; development of diving skills and diving safety. Meets all national certification requirements for confined water training for entry level scuba. Download medical history form and additional medical information: http://www.uncw.edu/hahs/chapman/HOMEPAGE.HTML/.

PED 105. Lifeguard Training (1) Training and certification for American Red Cross Lifeguard Training.

PED 106. Beginning Swimming (1) Designed to teach one how to swim and to instruct the basic strokes including front crawl stroke, backstroke, breaststroke, sidestroke, elementary backstroke as well as survival swimming.

PED 107. Basic Swimming and Water Safety (1) Development of competency in basic swimming strokes of front crawl, backstroke, and sidestroke; development of water safety skills and techniques.

PED 108. Advanced Swimming (1) Emphasis on developing competencies in basic swimming strokes of front crawl, backstroke, breaststroke, sidestroke, elementary backstroke; turns; develop skill in lifesaving techniques, water safety and cardiovascular conditioning.

PED 109. Water Safety (1) Prerequisite: Possess current Red Cross Emergency Water Safety or Lifeguard Training Certificate. Designed to instruct students how to teach others the various skills and courses offered in the American Red Cross Swimming Programs.

PED 110. Archery (1) Basic techniques and knowledge of target archery. Two hours each week.

PED 111. Beginning Tennis (1) Study of and participation in basic tennis skills including serve, volley, and ground strokes. Emphasis on improving proficiency in techniques and mechanics. Two hours each week.

PED 112. Intermediate Tennis (1) Study and participation in advanced tennis skills and knowledge of the various techniques and tactics, including application of mechanics and strategies. Two hours each week.

PED 113. Golf (1) Skills and knowledge of golf, including basic swing as well as rules and basic terms. Two hours each week.

PED 114. Bowling (1) Instruction and practice in the basic skills of bowling. Two hours each week. Fee.

PED 115. Weight Training (1) Knowledge, technique, and safety procedures of weight training and related activities. Two hours each week.

PED 116. Beginning Racquetball (1) Basic racquetball terminology, scoring and game procedures, including rules, court position, and basic strokes. Two hours each week.

PED 117. Intermediate Racquetball (1) Development of racquetball shots, game strategy, patterns of play, and defensive and offensive returns. Two hours each week.

PED 118. Beginning Racquetball - Tennis (1) Basic terminology, scoring, rules, court position, and strokes of racquetball and tennis. Two hours each week.

PED 119. Badminton-Tennis (1) Basic terminology, scoring, rules, court position, and strokes of badminton and tennis. Two hours each week.

PED 120. Group Exercise (1) Cardiovascular fitness program which incorporates physiologically safe exercise movements to music. Intended to develop strength, flexibility, and improve cardiorespiratory efficiency. Two hours each week.

PED 121. Soccer (1) Instruction and participation in the basic skills, strategy and application of rules of soccer. Experiences will include indoor soccer, small-sided games, full-sided matches, video sessions and lecture session. Two hours each week.

PED 122. Volleyball (1) Instruction and participation in the basic skills, strategy and application of rules of volleyball. Two hours each week.

PED 123. Physical Conditioning (1) A personal physical conditioning program including systems of fitness emphasizing circuit training, interval training, and calisthenics. Two hours each week.

PED 124. Basic Canoeing and Kayaking (1) Introduction to theory, navigation rules, equipment, and basic skills of canoeing and kayaking. Emphasis on safety and practice of canoeing and kayaking on coastal waters. Two hours each week.

PED 125. Basic Sailboarding (1) Introduction to theory, navigation rules, equipment, and basic skills of sailboarding. Emphasis on safety and practice of sailing skills. Two hours each week.

PED 126. Beginning Snow Skiing (1) Knowledge, safety, conditioning, and basic skills of snow skiing. (Fee plus off-campus lodging and equipment costs; dates and location TBA.)

PED 127. Motor Boat Operation (1) Prerequisite: Permission of instructor. Introduction to theory, navigation, navigation rules, safety, weather, fire, rescue and seamanship involved in motor boating. Successful completion results in certification by the National Association of State Boating Law Administrators.

PED 134. (THR 134) Dance Techniques I (2) Basic technique at a beginning level, including ballet, jazz and modern dance. Three studio hours per week. Accumulative credit limited to four semester hours.

PED 136. (THR 136) Movement Exploration (3) Study through creative dance techniques of the body's potential as a tool for creative expression. Exploration of the relationship as a tool for creative expression. Exploration of the relationship of dance to other art forms. Solo and group work using basic art concepts and the individual's own experience as material for movement improvisation and composition. No dance training necessary.

PED 138. Hatha Yoga (1) An introduction to the various aspects of Yoga, including Hatha Yoga postures, breathing techniques, and deep relaxation. Two hours each week.

PED 140. Walking Fitness (1) Safe and effective techniques of developing and maintaining fitness through walking. Two hours each week.

PED 142. Jogging Fitness (1) Safe and effective techniques of developing and maintaining fitness through jogging. Two hours each week.

PED 150. Beginning Sailing (1) Theory, navigation rules, equipment, and basic skills of sailing. Emphasis on safety and practice of sailing skills. (Fee required, dates and location TBA)

PED 199. Topics in Physical Education (1-3) Selected topics in physical education. May be repeated for up to six hours credit under a different subtitle.

PED 200. Lifelong Physical Education Programming - Dance and Gymnastics (3) Prerequisite or corequisite: PED 235 or consent of instructor. Development and enhancement of the knowledge and skills necessary for designing traditional and lifelong dance and gymnastics physical education programs.

PED 201. Lifelong Physical Education Programming - Individual and Dual (3) Prerequisite or corequisite: PED 235 or consent of instructor. Development and enhancement of the knowledge and skills necessary for the designing of traditional and lifelong individual and dual physical education programs.

PED 202. Lifelong Physical Education Programming - Team (3) Prerequisite or corequisite: PED 235 or consent of instructor. Development and enhancement of knowledge and skills necessary for the designing of traditional and lifelong team physical education programs.

PED 206. Traditional American Dance I (2) Beginner's level study of traditional American dance forms such as, but not limited to: social and ballroom dance; folk dance; square dance; Native American dance; and African American dance. Emphasis on the historical and cultural contributions of each form.

PED 216. Human Anatomy and Physiology I (4) Study of seven of the eleven major organ systems as each relates to human movement and health. Three lecture hours and three laboratory hours per week.

PED 217. Human Anatomy and Physiology II (3) The human nervous, urinary, endocrine, digestive, and reproductive systems as related to health and movement.

PED 226. Intermediate Snow Skiing (1) Prerequisite: Permission of instructor. Intermediate skills, knowledge, safety and conditioning for snow skiing. (Fee plus off-campus lodging and equipment costs; dates and location TBA.)

PED 234. (THR 234) Dance Techniques (II) (2) Prerequisite: THR 134 or PED 134 or consent of instructor. Basic dance technique at an intermediate level. Three studio hours per week. Accumulative credit limited to four semester hours.

PED 235. Principles of Physical Education (3) Principles, components, and development of physical education from ancient to modern times applied to the present and future.

PED 236. Athletic Officiating (3) Rules, officiating techniques, and problems arising in officiating with emphasis on football, basketball, baseball, volleyball, and tennis.

PED 266. (HEA 266) Applications of Computers in Physical Education and Health (3) Introduction to technology for students in physical education and health. Topics include microcomputer operations, computer software applications, the Internet, distance learning technologies, and ethics of computer use. Open to declared physical education majors only or by consent of instructor.

PED 315. Motor Development (2) Prerequisite: PED 216 or consent of instructor. Analysis of the sequential progression of fundamental motor skills from infancy through adolescence. Study of physical growth patterns and biological maturity as related to motor performance. Attention also given to perceptual motor programs for children. A field experience is required.

PED 320. Methods of Teaching Motor Activity (3) Emphasis on instructional methodology appropriate to teaching motor skills and sports activities, formulation of objectives, and lesson planning. Includes practicum in teaching. A field experience is required.

PED 335. Reading in Physical Education (3) A comprehensive review of literature in physical education and related areas.

PED 336. An Approach to Coaching (3) The application of philosophical and psychological knowledge and principles to the administration and coaching of sports with special emphasis on research literature.

PED 340. Biomechanics of Sports and Exercises (3) Prerequisite: PED 216. Neuromuscular and mechanical principles of human movement with emphasis on movement analysis most often encountered in fitness activities and sport skills.

PED 347. Field Experience in Exercise Science (3) Prerequisites: PED 235 and 30 additional hours in physical education. Supervised experience in exercise science and related fields. Relates theory to practical application in the field. Requires a minimum of 90 hours of fieldwork.

PED 349. Physiology of Exercise and Sport (4) Prerequisite: PED 216 or BIO 345. Fundamental responses of the human body to the stress of exercise, including compensatory adjustments to long-term physical training. Three lecture and two lab hours each week.

PED 350. Motor Behavior (3) Prerequisite: PED 216. Motor skill acquisition, control, and performance. Physiological and psychological principles of human growth and development. Includes analysis of the sequential progression of fundamental motor skills from infancy through adulthood with primary focus on school-age children.

PED 355. Measure and Evaluation of Human Physical Performance (3) Elementary statistical techniques used in research and interpretation of data; identification of physical fitness and movement components; evaluation of measures now available in the field and administration of performance tests.

PED 359. Research and Evaluation in Health, Physical Education and Health (3) Prerequisite: PED 355. Methods of research in the fields of physical education and health. Identification of research problems, sampling methods, data analysis and interpretation, and planning of evaluation studies.

PED 360. Motor Learning (3) An introduction to the principles of motor learning, this course is concerned with the analysis and application of physiology and psychological principles related to the learning and performance of motor skills. Two lecture and one-laboratory hours each week.

PED 379. Sport, Physical Activity, and the Law (3) Prerequisite: Junior or senior standing. An introduction to the legal aspects of amateur sport and physical activity, emphasizing the legal knowledge practitioners need to function effectively. Considers terminology, procedure, operations of the law, and case studies.

PED 386. Physical Education in the Preschool, K-5 (3) Theory, techniques, and methods of developing and implementing developmentally appropriate physical education for grades preschool, K-5. Emphasis on games, dance, gymnastics, and fitness programming. A field experience is required.

PED 387. Teaching Physical Education in Grades 6-12 (3) Theory, technique, and methods of developing and implementing developmentally appropriate physical education for grades 6-12. Emphasis on games, dance, gymnastics, and fitness programming. A field experience is required.

PED 415. Movement Considerations for Special Populations (3) Prerequisites: PED 216 and junior or senior standing. Problems relating to the physiological and kinesiology needs of the individ-

ual with physical limitations. Emphasis on the selection of activities that will provide opportunities for optimum development of which he or she is capable. A field experience is required. Two lecture and two laboratory hours each week.

PED 416. Laboratory Techniques and Research Methods in Exercise Physiology (3) Prerequisites: PED 349 and consent of instructor. A study of laboratory techniques and research methods used to evaluate physiological response to exercise and training. Primarily a laboratory experience.

PED 421-422-423-424-425-426. Methods of Coaching (2) Emphasis on strategy, fundamentals, techniques, training and related duties.

421 Baseball	424 Track and Field
422 Basketball	425 Soccer
423 Football	426 Volleyball

PED 435. Sport Management (3) Prerequisite: Junior or senior standing. Concepts, skills, and techniques necessary for the planning, implementation, management, and evaluation of educational, corporate, and commercial sport or fitness programs.

PED 436. Intramurals (3) Prerequisite: Junior or senior standing. The position of intramural activities in the overall program of physical education. Analysis of problems involved in the administration and organization with emphasis on the practical approach in school systems.

PED 440. Selected Topics in Exercise Science (3) Prerequisites: PED 349, PED 355, and senior standing. Selected topics in exercise science, including exercise prescription and program planning for pediatric, adolescent, adult and older adult population.

PED 455. Advanced Tests and Measurements in Physical Education (3) Prerequisite: PED 355. Statistical techniques as applied to research in physical education; measurement and evaluation in areas of agility, balance, power, flexibility, kinesthetic perception and anthropometrics.

PED 460. Sport and Exercise Psychology (3) Prerequisite: Junior or senior standing. Study of psychological knowledge and principles as they relate to sport and exercise participants and the sport and exercise environment. Emphasis on practical application of psychological concepts related to sport and exercise.

PED 470. Exercise Prescription and Assessment: Healthy Population (4) Prerequisite: PED 349. Concepts of health related physical fitness with emphasis on the design of an individualized exercise program for all ages within an apparently healthy population. Three lecture hours and two laboratory hours per week.

PED 471. Exercise Prescription and Assessment: Special Populations (3) Prerequisite: PED 470. Concepts of health related physical fitness with emphasis on the design of safe and appropriate individualized exercise programs for all ages within various special populations. Three lecture hours per week.

PED 481. Seminar in Athletic Training (3) Prerequisites: Athletic training majors only and consent of instructor, PED 449. Study of and exposure to various medical providers that make up the "Sports Medicine Team," current issues and topics that deal with professional growth and development, ethics and employment opportunities. A minimum 250-hour practical assignment is required for this course.

PED 491. Directed Individual Study (1-3) Prerequisites: Overall GPA of at least 2.00, junior or senior standing, and consent of instructor, department chair and dean. Involves investigation

under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue.

PED 498. Internship in Physical Education (12) Prerequisites: PED 470, and senior standing. Practical application of theory of physical education, health, and exercise science within the community, clinical, or industrial setting. Students shall complete 300 hours under the direct guidance of the agency's site supervisor.

PED 499. Honors Work in Physical Education (2-3) Prerequisite: Eligibility for honors program and senior standing. Independent study for honors students.

Physics Course Descriptions

(Department of Physics and Physical Oceanography)

PHY 101-102. Elementary College Physics (4-4) Corequisite: MAT 111. Mechanics, heat, sound, light, electricity and magnetism, and introduction to modern physics. Three lecture and two laboratory hours each week.

PHY 103. Great Ideas in Physics (3) Introduces the nature of science to the nonscientist by emphasizing the concepts underlying four great ideas in physics: the conservation of energy, the second law of thermodynamics, the relativity of time, and the wave-particle duality of nature. Explores the mutual influence of science and the humanities (literature, philosophy, history, and the arts).

PHY 105. Introductory Physics (4) Survey covering the fundamentals of mechanics, heat, light, sound, and electricity and magnetism, and their application in today's society. Three lecture and two laboratory hours each week.

PHY 111. Naked-eye Astronomy and Archaeoastronomy (3) Detailed knowledge of the motions of the sun, moon, planets, and stars is used to understand ancient skywatching techniques, calendars, celestial lore, sky mythology, cosmological concepts and traditions; the impact of astronomy on the architecture, city planning and cultures of prehistoric societies: ancient European (Stonehenge), Babylonian, Egyptian, Mesoamerican, and Native North American. Occasional night viewings.

PHY 201-202. General Physics (4-4) Corequisite: MAT 161-162, 201: Kinematics, Newtonian statics and dynamics, gravitation, fluids, kinetic theory, thermodynamics, 202: Electric and magnetic fields, circuits, Maxwell's equations, waves, optics. Four lecture and two laboratory hours each week.

PHY 211-212. Electric Circuits (4-4) Corequisite: MAT 161. Fundamental laws of electric circuits; transient and steady state sinusoidal analysis of linear circuits by complex frequency, phasor and two-port networks. Three lecture and three laboratory hours each week.

PHY 225. Electronics (3) Prerequisite: Consent of instructor. An introduction to electronics with emphasis on instrumentation and techniques used in scientific laboratories. Two lecture and two laboratory hours each week.

PHY 260. Introduction to Astronomy (3) Descriptive course in principles, theories, and techniques of astronomy. Occasional night viewings.

PHY 300. Analog Circuits (2) Prerequisite: PHY 202. Study of passive (resistors, capacitors, inductors) and active (diodes, transistors) components in AC and transient circuits, and inte-

grated circuits utilizing them; skills such as soldering, splicing, and component testing. Culminates in the design and construction of a functional electronic device. Two lecture and two laboratory hours each week.

PHY 311-312. Mathematical Physics (4-4) Prerequisite: PHY 202. An introduction to the mathematical techniques useful in physics: vector analysis, operator and matrix analysis; functions of a complex variable and calculus of residues; differential equations, special functions of mathematical physics; Fourier series and transforms, eigenfunctions and Sturm-Liouville equation; Green's functions; variational methods; and perturbation theory.

PHY 321-322. Classical Dynamics (3-3) Prerequisite: PHY 202. Corequisite: PHY 311 or MAT 361. Newtonian, Lagrangian, and Hamiltonian formulations of mechanics applied to single particles and systems of particles, central forces, collisions, oscillations, normal mode analysis, motion of rigid bodies, and elastic waves in continuous media. Rotating frames of reference. Special relativity.

PHY 335. Modern Physics (4) Prerequisite: PHY 202. Survey of modern physics. Special relativity, atomic and nuclear physics, and an introduction to wave mechanics.

PHY 400. Advanced Laboratory (2) Prerequisite: PHY 300. Seminal experiments illuminating a particular branch of modern physics, using topics drawn from atomic, nuclear, solid-state, plasma, and optical physics. Students participate in the design and implementation of experiments and acquire skills such as data organization, error analysis, and interpretation of results. Four laboratory hours each week.

PHY 411-412. Electricity and Magnetism (3-3) Prerequisite: PHY 202 and corequisite: MAT 261. Electric and magnetic field theory; Poisson's and Laplace's equation; harmonic methods, special methods for solution of electrostatics problems, material media and boundary value problems; electromagnetic waves and radiation; electromagnetic laws of optics.

PHY 415. Solid State Physics (3) Prerequisite: PHY 335. A study of the basic properties of solids—crystal structure; mechanical, thermal and electromagnetic properties as determined by the phonon, electron, and magnon characteristics.

PHY 420. (EVS 420) (GLY 420) Global Climate Change (3) Prerequisites: PHY 102, CHM 102, MAT 162. Analysis of natural and anthropogenic global climate change. Historical and geological records of climate including sediment, tree ring, and ice core analysis. Physics and chemistry of climate, including Earth's energy balance, global carbon cycle, climate modeling, atmospheric composition and dynamics.

PHY 425. Atomic and Molecular Physics (3) Prerequisite: PHY 444. The quantum theory of atomic and molecular structure and spectra. Topics include relativistic and electromagnetic interactions; the hydrogen atom, the helium atom, multielectron atoms; radiative and Auger transitions, selection rules; diatomic and simple polyatomic molecules.

PHY 435. Nuclear Physics (3) Prerequisite: PHY 335 or consent of instructor. Introduction to properties of the nucleus; natural and artificial radioactivity; nuclear reactions and particle accelerators.

PHY 444. Quantum Theory (3) Prerequisite: PHY 335 and corequisite: MAT 361. An introduction to the basic principles of quantum mechanics. Topics include operators; symmetry; orbital and spin angular momentum; and applications to simple systems.

PHY 445. Optics (3) Prerequisite: PHY 202 and MAT 261. Physical and geometrical optics. Huygen's principles, electromagnetic theory of light.

PHY 455. Thermal Physics (3) Prerequisite: PHY 335 or consent of instructor. Principles of thermodynamics and heat transfer; response of molecules to temperature effects illustrated by introduction to kinetic theory and statistical mechanics.

PHY 475. (575) Physical Oceanography (3) Prerequisite: MAT 152 and PHY 102. An introduction to the descriptive and dynamical features of ocean circulation. Topics include: the physical properties of seawater; oceanic heat budget; dynamics of ocean currents; descriptive oceanography; waves and tides.

PHY 490. Special Topics in Physics (1-3) Prerequisite: Junior or senior standing. Selected topics in physics that are beyond the scope of regular course offerings. May be repeated once under a different subtitle.

PHY 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, junior or senior standing, and consent of instructor, department chair and dean. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue.

PHY 495. Physics Seminar (1) Prerequisite: Consent of instructor. Discussion of selected topics in physics.

PHY 498. Internship in Physics (1-3) Prerequisite: Overall GPA of at least 2.50 and a GPA in PHY courses of at least 2.80. Practical experience and academic training in the student's principal area of interest. Joint supervision and evaluation by a physics faculty member and an on-site supervisor. Open to students of junior or senior standing who have been pre-approved by the faculty supervisor, department chair and dean. May be repeated for a total of three credit hours.

PHY 499. Honors Work in Physics (2-3) Prerequisite: Eligibility for honors program and senior standing. Independent study for honors students.

For 292 and 492; 294 and 494, see explanations on p. 184, 104.

Political Science Course Descriptions

(Department of Political Science)

PLS 101. American National Government (3) Survey of basic principles, institutions and functions such as federalism, separation of powers, civil liberties and rights, judicial review, public opinion, political parties, elections and interest groups.

PLS 111. Politics and Government in Global Perspective (3) Survey for non-majors of politics and governmental institutions within and among nation states. Attention will also be given to the role of political theory and ideology in the governance of states.

PLS 201. Introduction to Political Science Methods (3) Introduction to the rationale and application of the scientific method to political analysis. Major topics include: statement of problem, survey of literature, theory construction, data collection and analysis, and presentation of findings and conclusions.

PLS 202. Contemporary American Political Issues (3) Important political issues and their relationship to the overall American political process. Topics are selected from, but not limited

to: education policy; health care policy; federal deficit and debt policy; and minorities and politics.

PLS 203. Religion and Politics in the United States (3) An examination of the origin, nature, and consequences of religion's influence on political values, institutions, and policies in the United States.

PLS 204. Judicial Politics (3) An analysis of the organization, powers and role of the judiciary. Topics include: the political role of judges, factors influencing judicial policy-making, selection of judges, the role of lawyers, and judicial decision-making.

PLS 205. Campaign Politics in the United States (3) Focuses on the electoral arena (history, financing, political environments), nominations (delegate selections and conventions), campaigns (organization, strategy, tactics, media), and the election (votes, policy, reforms). Special attention is given to recent and current presidential and congressional election campaigns.

PLS 206. American State Government and Politics (3) Survey and analysis of the organization, functions, and political processes of the American states.

PLS 207. American Urban Government and Politics (3) Structure, functions, political processes, problems and trends in American city and metropolitan government and politics.

PLS 208. Politics and the Entertainment Media (3) Political and ideological content of popular film and television. Interactions between government and the entertainment media.

PLS 209. Environmental Politics (3) Role of politics in environmental policy. Topics include the politics of the environmental movement, the environment as a public policy issue, and the development and impact of environmental policy.

PLS 212. Introduction to Political Theory (3) Fundamental questions about the nature and purpose of politics as treated by such writers as Plato, Augustine, Locke, Hobbes, and Marx.

PLS 217. Ethics and Leadership in Public Life (3) Exploration of what it means to act responsibly and with integrity in public life in an environment of shared powers and competing values. Case studies, journals, role plays and film are used to illustrate concepts.

PLS 220. Introduction to International Relations (3) Basic analysis of politics among nations. Role of law, force, and diplomacy in world politics; problems of war, peace, and disarmament.

PLS 222. Contemporary International Political Issues (3) Important international political issues and their impact on the political processes among the nations of the world. Topics are selected from, but not limited to: the role of the United Nations; environmental policy; separatism and nationalism; religious conflict and international order; terrorism; and economic development.

PLS 230. Introduction to Comparative Government and Politics (3) Comparative analysis of political systems in developed, second- and third-world nations, including an examination of the foundations and structures of selected national governments, such as parliamentary and presidential systems, democratic and non-democratic systems.

PLS 272. American Political Culture (3) Investigation of the elements that contribute to current national political culture, its origins, its characteristics, and its influences on public dialogue and policy.

PLS 300, 301. American Constitutional Law (3,3) Prerequisite: PLS 101 or consent of instructor. Analytical study of U.S. Supreme Court decisions affecting separation of powers and individual rights. 300: the powers of the judicial, executive, and legislative branches of national government; the relationships among these branches; and the federal system. 301: individual rights and liberties other than procedural rights of persons involved with the criminal justice system.

PLS 302. Public Opinion and Democracy (3) Prerequisite: PLS 101 and 201 or consent of instructor. Examination of the origin, content, and policy impact of public opinion in democratic nations, with major emphasis on the contemporary American experience.

PLS 303. Elections and Voting Behavior (3) Prerequisite: PLS 101 and 201 or consent of instructor. Evaluation of the impact of citizen beliefs and preferences on election outcomes. Structured around a critical examination of the assumptions, findings and interpretations of the major voting studies since World War II.

PLS 304. Introduction to Public Policy Analysis (3) Prerequisite: PLS 101 and 201 or consent of instructor. Study of the theories and methods of analyzing and explaining public policy and the substance of recent domestic policies in the areas of public finance and human and physical resources, including welfare, education, protection of the environment, housing, health, urban renewal and transportation.

PLS 305. The Constitution and the Criminal Justice System (3) Prerequisite: PLS 101 or consent of instructor. Study of U.S. Supreme Court decisions on rights of suspects, defendants, witnesses, and convicted criminals.

PLS 307. The American Legislature (3) Prerequisite: PLS 101 or consent of instructor. Functional study of legislative bodies and lawmaking. Among the topics studied will be the role of legislatures; the impact of constituencies, parties, interest groups, interpersonal relationships and other pressures on legislators; legislative structure; and the decision-making process.

PLS 308. Public Administration (3) Prerequisite: PLS 101 or consent of instructor. Introduction to public administration in the United States. Nature and scope of public administration, public interest in the administrative process, role of administrators, formal and informal organization, public personnel and financial management.

PLS 309. The American Chief Executive (3) Prerequisite: PLS 101 or consent of instructor. Examination of the concept of a political chief executive as a coordinate member, with legislature and courts, of a government team. Emphasis will be placed on the powers, roles, decision-making processes, and institutional development of the offices of president, governor, and mayor.

PLS 310. (PAR 310) Legal Philosophy and Jurisprudence (3) Prerequisite: Junior standing and/or consent of the instructor. Introduction to the nature, concept and sources of law and the various schools of jurisprudence. Topics treated include natural law; historical, analytical and sociological jurisprudence; idealism; utilitarianism; legal realism; equity, justice, precedent, custom and law; and the relation of law and morality.

PLS 312. Scope and Methods of Political Science (3) Prerequisite: PLS 101 and 201 or consent of instructor. Synthesis of the theoretical questions, techniques, and approaches in the subfields of political science: American politics, comparative politics, international relations, political behavior, public law and political theory.

PLS 313. Early Political Thought (3) Prerequisite: PLS 212 or consent of instructor. Introduction to the origin and development of political theory from the 5th Century B.C. through the medieval era. Emphasis will be placed on the political ideas of Plato, Aristotle, the Epicureans, the Stoics, Cicero, Augustine, medieval philosophers, and Aquinas in order to discover the recurring themes of political inquiry.

PLS 314. Modern Political Thought (3) Prerequisite: PLS 212 or consent of instructor. Critical examination of political ideas from 1500 to 1900 with special attention to those of Machiavelli, Hobbes, Locke, Rousseau, Montesquieu, Hume, Burke, Hegel, Bentham, Marx, the Mills, Spencer, T.H. Green and Nietzsche.

PLS 315. Contemporary Political Ideologies (3) Prerequisite: PLS 212 or consent of instructor. Ideology and its significance in the modern world. Systematic analysis of the major political ideologies of the 19th and 20th centuries with emphasis on democracy, communism, fascism, nationalism, anarchism, and the New Left.

PLS 316. Women and Politics (3) Prerequisite: PLS 101 or 111 or consent of instructor. Introduction to political perspectives on sex role differentiation. Among the topics to be discussed will be political socialization of women in ancient and modern society; women's roles in politics and government; political consequences of women's entry into the work force; and contemporary issues in the women's movement. Emphasis will be placed throughout on comparative political analysis.

PLS 317. Political Thought of Asia (3) Prerequisite: PLS 212 or consent of instructor. Critical assessment of philosophical responses to the political, economic, and social challenges faced by the Asian Region. Considers Asian political thought comparatively, addressing recurring issues of politics and community life.

PLS 329. Ocean and Coastal Law and Policy (3) Prerequisite: PLS 209 or consent or instructor. National and international laws and policies concerning the ocean. Topics include: fisheries management, marine mammal protection, shipping and navigation, oil and chemical pollution, coastal and wetlands protection, submerged lands, riparian rights, and public access to coastal lands and waters.

PLS 330. Political Systems of Africa (3) Prerequisite: PLS 230 or consent of instructor. Governments and politics of selected sub-Saharan African states. A survey from colonial days to the present with emphasis on contemporary economic, social and political problems.

PLS 331. Politics in Developing Nations (3) Prerequisite: PLS 230 or consent of instructor. Political, economic, and social problems confronting developing nations. Attention will be given to such issues as cultural pluralism, one-party states, military dictatorships, and U.S. relations with the developing world.

PLS 332. Politics of Central America and the Caribbean (3) Prerequisite: PLS 230 or consent of instructor. Political structures of Central America and the Caribbean, and the impact of socio-economic forces on these.

PLS 333. Politics of South America (3) Prerequisite: PLS 230 or consent of instructor. Politics of South America and the impact of socio-economic forces on the region and its political structures.

PLS 334. Revolutionary Movements (3) Prerequisite(s): PLS 230 or consent of instructor. Introduction to the social, political, and economic conditions which give rise to radical response. Examines small rebel bands, or militias (commonly referred to as "guerrilla" movements), and "terrorist" organizations, as well as large-scale revolutionary movements.

PLS 335. European Political Systems (3) Prerequisite: PLS 230 or consent of instructor. Political institutions and processes of selected European countries, including Great Britain, France and Germany.

PLS 336. Political Systems of Russia and Eastern Europe (3) Prerequisite: PLS 230 or consent of instructor. Comparative study of the political institutions and processes of Russia and the eastern European Countries. Post-Soviet dynamics and the nature and significance of contemporary changes.

PLS 338. Political Systems of the Middle East (3) Prerequisite: PLS 230 or consent of instructor. Governments and politics of the Middle East with emphasis on the changes that have occurred since 1945. A detailed examination of the forces that have shaped contemporary Middle Eastern politics: Islam, nationalism, modernization, and current political trends. The political institutions and processes and the domestic and foreign policies of selected countries will be studied.

PLS 339. Political Systems of Asia (3) Prerequisite: PLS 230 or consent of instructor. Political systems of selected Asian countries. Special emphasis on the contemporary political, social and economic problems of India, Pakistan, Japan, China, Indonesia and other Asian countries.

PLS 340. Blacks in American Politics (3) Prerequisite: PLS 101 or consent of instructor. American political institutions and processes through the eyes of Black America. This study will analyze the power structure in the black community, dissent and protest, black participation in the political system, black leaders and politicians and their politics, and the uniqueness of black politics as compared with the wider spectrum of the political system.

PLS 401. Senior Seminar (3) Prerequisite: Senior standing and 33 hours in political science. Capstone course that integrates knowledge from the major subfields in political science through examination of the discipline's relationship to careers and citizenship.

PLS 405. American Parties and Pressure Groups (3) Prerequisite: PLS 101 and 201 or consent of instructor. Historical and analytical treatment of the appearance and realignment of political parties during the five successive "national party systems" since the beginning of the republic. Special emphasis is given to the question of contemporary party disarray and potential realignment.

PLS 406. Contemporary Southern Politics (3) Prerequisite: PLS 101 and 201 or the consent of instructor. Recent developments throughout the American South and their impact on national politics. Topics include southern political culture, the decline of the one-party system, and the changing roles of blacks and organized labor. Emphasis is placed upon independent research projects involving student analysis of census, election return, and public opinion survey data.

PLS 415. American Political Thought (3) Prerequisite: PLS 212 or consent of instructor. American political thought from the colonial period to the present.

PLS 422. Contemporary American Foreign Policy (3) Prerequisite: PLS 220 or consent of instructor. Roles and interrelationships of Congress, the media, public opinion, the president, the secretaries and departments of state and defense, and the intelligence community are examined. Emphasis is placed on the content and the dynamic aspects of the process of policy formulation and implementation.

PLS 423. National Security Policy (3) Prerequisite: PLS 220 or consent of instructor. Formulation of security policy, including the roles of the executive and legislative branches and of nongovernmental factors; evolution of changing assumptions, strategies, and goals; the nature of

U.S. security requirements, U.S. military commitments abroad, and the cost of strategies based on weapons superiority, arms control, and disarmament.

PLS 425. International Politics (3) Prerequisite: PLS 220 or consent of instructor. Nature of international relations including analyses of basic factors motivating national policies; the United Nations and other international organizations as institutions for promoting peace and welfare in a world of sovereign states.

PLS 426. International Law (3) Prerequisite: PLS 220 or consent of instructor. Nature, development and basic concepts of international law. Examination of the scope, sources and sanctions of international law; its relation to municipal law; the rights and duties of states and individuals; methods of settling international disputes. Characteristic cases used as illustrations.

PLS 427. International Organizations (3) Prerequisite: PLS 220 or consent of instructor. Survey of the evolution, objectives and methods of various types of regional and universal organizations and their role in contemporary international relations. Special emphasis will be placed on the principal functions and agencies of the United Nations and the European economic community.

PLS 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, junior or senior standing, and consent of instructor, department chair and dean. Investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue.

PLS 495. Departmental Seminar (1-3) Prerequisite: Six hours of political science and consent of department chairperson. Consideration of special topics in political science. May be repeated for additional credit.

PLS 498. Internship in Political Science (3-6) Prerequisite: PLS 101, 201, and one of the following: PLS 300, 304, 308; junior or senior standing in political science; overall 3.00 GPA or consent of instructor. Experiential learning with selected public or private agencies or with an individual which allows the student to utilize academic training while learning from a practical field experience. (Formal research project is a major part of the internship.) May be repeated up to a maximum of six credits.

PLS 499. Honors Work in Political Science (2-3) Prerequisite: Eligibility for honors program and junior or senior standing. Individual study for honors students.

For 292 and 492; 294 and 494, see explanations on p. 184, 104.

Operations Management Course Descriptions

(Department of Information Systems and Operations Management)

POM 370. Introduction to Operations Management (3) Prerequisite: QMM 280. Analysis of concepts, tools, and techniques used to control manufacturing and service operations. Topics include PERT/CPM, forecasting, materials management, inventory control, facility layout/location, and quality management. Particular attention is directed to the study of production process alternatives.

POM 372. Service Operations Management (3) Prerequisite: POM 370. Study of the tools necessary to effectively manage a service organization. Particular attention will be paid to subtle relationships among the systems, strategy, and technology that define service delivery systems and their implications for customer satisfaction and profitability. Topics include service strategy and

market position, role of the information resource, the service delivery system, service facility location, service quality, and managing supply and demand.

POM 375. Quality Control (3) Prerequisite: POM 370. An introduction to the quantitative and qualitative concepts used in the control of quality, in both the manufacturing and service environments. Emphasis placed on the statistical tools used in process control and acceptance sampling, along with extensive computer examples and exercises.

POM 377. International Operations Management (3) Prerequisite: POM 370. A study of global operations and logistics in the manufacturing and service sectors. Topics include organization of global operations, global manufacturing, global sourcing and logistics, global technology transfer, global risk management, and cultural and national comparisons of operations management practices. Case studies are used.

POM 470. Materials Management (3) Prerequisite: POM 370. Further study in the design, management and control of manufacturing and service operations. Topics include logistics management, capacity planning, scheduling, just-in-time, optimized production techniques and quality assurance. Emphasis on the use of computers to analyze complex operations management case problems.

POM 472. Project Management (3) Prerequisite POM 370 or consent of instructor. This course introduces the fundamentals of project management, beginning with project definition and culminating in the post-project review. Students will learn techniques, terms and guidelines that are used to manage costs, schedules, risk, group dynamics and technical aspects throughout the life cycle of the project.

POM 475. Supply Chain Management (3) Prerequisite: POM 370. A detailed analysis of the materials management function in both domestic and international manufacturing and service organizations with emphasis on purchasing, physical distribution, master production scheduling, management of physical inventories, materials handling, and computer applications.

POM 477. Operations Planning and Scheduling (3) Prerequisite: POM 370. Application of scheduling in manufacturing and service organizations. Topics include machine scheduling, job shop scheduling, project scheduling, flexible assembly system scheduling, lot sizing and scheduling, interval scheduling, and personnel scheduling.

POM 491. Directed Individual Study (1-6) Prerequisite: Junior or senior standing and consent of the department chairperson.

POM 495. Seminar in Operations Management (1-3) Prerequisites: Junior or senior standing and consent of the department chairperson. This course may be repeated under a different subtitle.

POM 498. Internship in Operations Management (1-6) Prerequisite: Senior status and consent of faculty supervisor. Involves the application of quantitative and systems skills developed in the academic environment to problems in a real-world operating environment. The participant will receive practical training and experience under the guidance of the staff of a local business or government organization and a faculty supervisor. Available internships are filled on a competitive basis.

POM 499. Honors Work in Operations Management (2-3) Prerequisite: Senior standing. Independent work for honors students.

Portuguese Course Descriptions

(Department of Foreign Languages and Literatures)

PRT 101-102. Introductory Portuguese (3-3) Emphasis on the acquisition of an active and useful command of the language. Intensive aural-oral practice with the study of grammatical structures along with the pursuit of a reading and writing ability. Discussions to introduce the students to the culture of the Portuguese-speaking areas of the world, primarily Brazil and Portugal.

PRT 201-202. Intermediate Portuguese (3-3) Prerequisite: PRT 102 or equivalent. A review of the grammatical structure of the language, application of the language in composition, conversation and readings.

PRT 203. Reading and Writing (3) Prerequisite PRT 202 or equivalent. Emphasis on reading techniques and writing skills through exposure to texts from various sources (literature, lyrics, newspaper articles, advertisement). Intensive training in sentence structure and grammar treated as needed. In Portuguese.

PRT 305. Listening and Conversation (3) Prerequisite PRT 203 or equivalent. Emphasis on listening and speaking skills in Portuguese. Intensive training in pronunciation and grammar.

PRT 322. Introduction to the Literatures of the Portuguese-Speaking World (3) Prerequisite PRT 203 and 305 or equivalent. Selected readings covering the main currents of Portuguese-speaking literatures; emphasis on textual analysis and criticism in classroom discussions; oral and written reports. In Portuguese.

Psychology Course Descriptions

(Department of Psychology)

PSY 105. General Psychology (3) Principles of psychology with emphasis on scientific methods used in studying human behavior.

PSY 145. Psychology Applied to Human Life (3) Psychological principles and findings as applied to particular fields of endeavor and to various stress situations. Primary emphasis on the problem of human adjustment.

PSY 210. Science and Pseudoscience (3) Prerequisite: PSY 105 and sophomore standing. Examination of bases for scientific and pseudoscientific claims to knowledge. Considers criteria for description and explanation in science; uses these criteria to demarcate between areas that are scientific and those whose claims to be scientific are questionable. Evaluates areas such as parapsychology and astrology. Emphasizes use of critical thinking skills.

PSY 216. Educational Psychology (3) Prerequisite: PSY 105 is suggested. Study of the application of psychological theories and principles in educational settings.

PSY 220. Child Psychology (3) Prerequisite: PSY 105. Human psychological development through childhood and early adolescence. Normal development is emphasized.

PSY 221. Adolescent Psychology (3) Prerequisite: PSY 105. Human psychological development from late childhood through adolescence. Normal development is emphasized.

PSY 223. Life Span Human Development (3) Prerequisite: PSY 105. Variables and factors underlying human growth and development across the life span. Physical, cognitive, social, emotional, and sexual developments are emphasized.

PSY 225. Introductory Statistics for the Behavioral Sciences (4) Prerequisite: PSY 105 and a "C" or better in MAT 111 or a higher-level MAT course. Limited to students concentrating in psychology. Introduction to the statistical techniques most often used by behavioral scientists for either descriptive purposes or hypothesis testing. Parametric techniques are emphasized, but nonparametric tests are included. Three lecture and two laboratory hours each week.

PSY 245. Drugs and Behavior (3) Prerequisite: Three semester hours credit in psychology. Psychological aspects of drug use and abuse. Emphasis on the effects of major psychoactive drugs (including alcohol) on behavior, the psychological determinants of drug use, and treatment of drug abuse.

PSY 265. Human Sexual Behavior (3) Prerequisite: Three hours of psychology, excluding PSY 110. Psychological aspects of human sexuality with emphasis on psychosexual development and behavior. Includes discussion of causative factors and treatment of sexual disorders and deviations.

PSY 320. Psychology of Infancy and Early Childhood (3) Prerequisite: PSY 220 or 223. An in-depth examination of development from conception through kindergarten age. Both normal and a typical development are considered from a biopsychosocial perspective. Methodological and theoretical issues are emphasized.

PSY 322. Psychology of Exceptional Children (3) Prerequisite: PSY 105 and 220 or 223. Physical, cognitive, and personality characteristics of the major types of childhood exceptionality, including high intelligence and creativity, mental retardation, learning disabilities, emotional disorders, language impairments, and sensory and physical handicaps. Assessment, etiology, family relations, and treatment.

PSY 324. Psychology of Aging (3) Prerequisite: PSY 105, 223, or GRN 101. A study of the psychological aspects of human aging. Topics include the effects of normal and diseased aging on perceptual and cognitive functioning, personality and social relationships, and physical and emotional health.

PSY 336. Industrial Psychology (3) Prerequisite: PSY 105. Psychological techniques in personnel selection and placement, merit rating, reduction of accidents, training, morale, and other factors utilized in industrial work.

PSY 346. Psychology of Personality (3) Prerequisite: PSY 105. A study of the basic facts concerning the structure, organization, and adjust mental mechanisms of personality.

PSY 347. Psychopathology (3) Prerequisite: PSY 105. The study of behavioral pathology. Emphasis will be placed on the underlying factors of the neuroses, psychoses, and character disorders.

PSY 350. Principles of Behavioral Change (3) Prerequisite: PSY 105. Application of the principles of behavioral control in interpersonal, educational, and clinical settings. Emphasis on behavioral modification techniques such as contingency management, desensitization, biofeedback, etc.

PSY 352. Behavioral Medicine (3) Prerequisite: PSY 105 or 145. Integrates psychological and biomedical knowledge relevant to physical health and illness. Describes the interaction of psychological phenomena with the epidemiology, etiology, pathogenesis, treatment, and rehabilitation of physical disorders.

PSY 355. Introduction to Experimental Psychology (4) Prerequisite: PSY 225. Basic principles of psychological research design and evaluation, including techniques of data collection and

analysis, and conduct, interpretation, and reporting of various types of psychological research. Experimental research is emphasized. Three lecture and three laboratory hours each week.

PSY 365. Social Psychology (3) Prerequisite: PSY 105. Individual human behavior as a function of the influence of other persons. Emphasis on the psychology of person perception, interpersonal communication and relationships, attitude formation and change, and small group behavior.

PSY 366. Psychology of Marriage and Family (3) Prerequisite: Three hours of psychology. Personality development within the marriage and family including recent theoretical and empirical findings on courtship, interpersonal attraction, marriage contract, and the various stages of the family life cycle. Communication, familial functioning and dysfunctioning are emphasized.

PSY 370. (EVS 370) Environmental Psychology (3) Prerequisite: PSY 105. Interactions between the physical environment and the behavior of the individual. Emphasis on perception of the environment, the behavioral effects of noxious factors in the environment, the psychology of environmental design, and the formation and change of attitudes about the environment.

PSY 405. History and Systems of Psychology (3) Prerequisite: Fifteen semester hours credit in psychology. History of psychology relative to current trends.

PSY 410. Cognitive Psychology (4) Prerequisite: PSY 355. Introduction to theories and research related to human cognition. Memory, attention, problem solving, and thinking are emphasized. Three lecture and three laboratory hours each week.

PSY 412. Sensation and Perception (4) Prerequisite: PSY 355. Survey of sensory and perceptual processes, techniques for measuring sensations and perceptions, and theories of perception. Psychological, anatomical, physiological, and environmental factors important in determining how we perceive the world are examined. Demonstrations introduce students to interesting perceptual phenomena. Three lecture and three laboratory hours each week.

PSY 416. (516) Adult Development and Life Transitions (3) Prerequisite: One of the following: PSY 220, 221, 223, 320, or 324. A course in human development. An exploration of the major normative and nonnormative changes that take place during adulthood. Operating from a lifespan perspective, includes examination of how adults initiate, understand, cope with and resolve life transitions (e.g. parenting, loss, illness, career change, relationships, change.)

PSY 417. Psychology of Learning (4) Prerequisite: PSY 355. Study of the basic facts related to the learning process. Effects of reinforcement, extinction, generalization and discrimination, verbal learning and retention, as well as other phenomena, are considered. Three lecture and three laboratory hours each week.

PSY 418. Motivation and Emotion (3) Prerequisite: PSY 105 and BIO 105 or consent of instructor. Psychological theory and research in the areas of motivation and emotion. Basic as well as more complex motive states are examined as they arise from physiological needs and from learning and cognitive processes. Data from animal as well as human studies are considered.

PSY 425. Psychological Tests and Measurements (3) Prerequisite: PSY 105 and 225 or consent of instructor. Introduction to theory and practice of test construction, including a survey of intelligence, achievement and personality tests and their applications.

PSY 445. (545) Chemical Dependency (3) Prerequisite: PSY 245 and 355. Theory, method and research in the study of substance abuse. Advanced consideration of the causes, consequences and treatments of the major addictive disorders.

PSY 449. Psychology of Death (3) Prerequisite: PSY 105. Psychological aspects of death and dying. Conceptualizations of and behavior toward one's own demise. Emphasis on the behavioral context surrounding terminal illness, suicide, and homicide. Psychological aspects of gerontology also considered.

PSY 450. Introduction to Counseling (3) Prerequisite: PSY 346 or 347. The major historical and contemporary theories of counseling including Freudian, client-centered, behavioristic and existential are reviewed. Examination of each theory is accompanied by demonstration and role-play situations in which the elements of each theory are explored.

PSY 451. Supervised Counseling Practice (3) Prerequisite: PSY 346, 347 and 450 and consent of instructor. Supervision of student practice in application of counseling skills and techniques in a variety of in-service situations. Students participate in supervised counseling experiences in local social service agencies. Emphasis on practice of skills combined with regular consultation with the supervisor. May be repeated once for additional credit.

PSY 452. Ethical Principles in Psychology (1) Prerequisite: Permission of the instructor. Ethical considerations involved in counseling and psychotherapy, psychological testing, and the use of human subjects in research.

PSY 455. Advanced Psychological Research (3) Prerequisite: PSY 355 and consent of instructor. Experience in the design, conduct, and evaluation of psychological research. Advanced design and analysis techniques. Each student designs and conducts a research project and a laboratory exercise for PSY 355. Offered on demand.

PSY 456. Physiological Psychology (3) Prerequisite: PSY 105 and BIO 105 or consent of instructor. Anatomy of the nervous system and the roles which various neural structures play in the control of behavior.

PSY 457. Animal Behavior (3) Prerequisite: PSY 105 and BIO 105 or consent of instructor. Animal behavior including the traditional areas of ethology and comparative psychology. Primary emphasis is upon the similarities and differences in the behaviors of animals occupying various phylogenetic positions.

PSY 465. Community Psychology (3) Prerequisite: PSY 105. PSY 365 is suggested. Contributions of psychology to the understanding of an individual's behavior as influenced by the community environment. Emphasis on problems associated with community mental health.

PSY 470. Cross-Cultural Psychology (3) Prerequisite: PSY 105 and 6 additional hours of anthropology or psychology or consent of instructor. Cultural factors which influence human behavior. Psychological theory and research covering such topics as cultural effects on perception, cognition, life span development, mental illness, personality and language.

PSY 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, junior or senior standing, and consent of instructor, department chair and dean. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue.

PSY 495. Topical Seminar (1-3) Prerequisite: PSY 105 and consent of instructor. Discussion of selected topics in psychology. May be repeated for additional credit.

PSY 499. Honors Work in Psychology (2-3) Prerequisite: Eligibility for honors program and senior standing. Independent work for honors students.

For 292 and 492; 294 and 494; see explanations on p. 184, 104.

Quantitative Methods Course Descriptions

(Department of Information systems and Operations Management)

QMM 280. Statistical Analysis for Business and Economics (3) Prerequisite: MAT 111. Classification and presentation of business and economics data, probability and expected value, statistical inference, simple linear regression and correlation analysis.

QMM 380. Advanced Statistical Analysis for Management (3) Prerequisite: QMM 280. Statistical inference as applied to management decision making. Topics include linear and non-linear regression models, analysis of variance and covariance, time series analysis, experimental design, and nonparametric statistical techniques. Applications require the use of computer-based statistical analysis programs.

QMM 385. Introduction to Management Science (3) Prerequisite: QMM 280. Survey of mathematical models used in business decision making. Topics include linear programming, network analysis, and decision theory. Emphasis in on computer solution techniques and the interpretation of model solutions by managers.

QMM 388. Operations Research (3) Prerequisite: QMM 280. Introduction to deterministic and probabilistic models applied to economics and business decision making. Topics include linear programming, integer programming, multi-criteria decision making, network models, decision analysis, simulation, and queuing analysis. Emphasis on the development and solution of mathematical models and interpretation of the results by managers

QMM 480. Business and Economic Forecasting (3) Prerequisite: QMM 380 or consent of instructor. Development of an approach to forecasting through the study of time-series techniques including moving averages, exponential smoothing, regression, and Box-Jenkins.

QMM 485. Introduction to Business Simulation (3) Prerequisite: POM 370. Introduction to simulation models as tools in the analysis of business problems. Discrete event simulation models for production and service systems are introduced through the use of a computer simulation language.

QMM 491. Directed Individual Study (1-6) Prerequisites: Junior or senior standing and consent of the department chairperson.

QMM 495. Seminar in Quantitative Methods (1-3) Prerequisites: Junior or senior standing and consent of the department chairperson. This course may be repeated under a different subtitle.

QMM 498. Internship in Quantitative Methods (1-6) Prerequisites: Junior or senior standing and consent of the department chairperson. The chairperson may consider grade point average and individual course grades as they pertain to the internship being considered.

QMM 499. Honors Work in Quantitative Methods (2-3) Prerequisite: Senior standing. Independent work for honors students.

Parks and Recreation Management Course Descriptions

(Department of Health and Applied Human Sciences)

REC 265. Introduction to Recreation Services (3) Scope, development, function, structure, purposes, and interrelationships of therapeutic recreation, natural resource recreation, public, commercial, private, and voluntary agencies in rendering park and recreation services.

REC 266. Applications of Computers in Recreation Services (3) Computer applications in recreation management focusing upon the skills necessary to solve professional problems in the field. No previous computing experience required. Open to declared REC and RTH majors only.

REC 270. Program Planning and Evaluation (3) An introduction to recreation program planning, including organization, implementation and evaluation of leisure services. Includes assessment of leisure needs. Planning, implementation, and evaluation of a variety of activities.

REC 303. Inclusive Recreation Services (3) Prerequisite: REC 265. Designed to increase the awareness of and sensitivity to the recreation and leisure needs of persons with disabilities. Specific attention is given to programmatic and administrative strategies for inclusive services in a variety of recreation settings. Designed primarily for students not pursuing an option/major in therapeutic recreation.

REC 348. Practicum in Recreation Services (3) Prerequisite: REC 265 and either REC 270 or RTH 368, and consent of instructor. Supervised practicum in a recreation setting. Relates theory to practical application in the field. Placements chosen from community, commercial, outdoors or therapeutic settings. Requires a minimum of 100 hours of field work.

REC 351. Travel and Tourism (3) Prerequisite: REC 265 or consent of instructor. Introduction of the commercial area of the leisure field, which is concerned with travel and tourism. Emphasis on travel motivation; economic, social, environmental and cultural impacts; and marketing and promotion of travel and tourism.

REC 352. Commercial Recreation and Tourism Entrepreneurship (3) Prerequisite: REC 265 or consent of instructor. Identification of market opportunities in the leisure industry. Evaluation of viability and feasibility, and organization of enterprises in pursuit of these opportunities. Opportunity search methods, sustain ability analysis, and opportunity pursuit processes.

REC 359. Research and Evaluation in Recreation (3) Methods of research in the fields of recreation. Identification of research problems, sampling methods, data analysis and interpretation, and planning of evaluation studies.

REC 362. Special Issues in Recreation Services (1-6) Prerequisite: REC 265 or consent of instructor. Field methods/techniques through on-site interaction with parks and recreation professionals and/or natural resource managers and observation of practical management activities and strategies. Extensive field trips required. Students are limited to 6 credit hours toward graduation.

REC 366. Coastal Recreation Resource Management (3) Prerequisite: EVS 360 or consent of instructor. An in-depth study of coastal legislation, resources, issues and management. Special attention is given to understanding recreation in the coastal zone, conflicts among competing coastal resource users, and current issues pertaining to North Carolina's coastal environment.

REC 375. Leadership and Management of Recreation Services (3) Prerequisite: REC 265 and either REC 270 or RTH 368. Principles and practices of contemporary leisure service management, particularly the effective and efficient management of human, fiscal, informational, and

physical resources through planning, organizing, directing, leading, and controlling decisions. Tutorials, case studies, and computer applications.

REC 430. Managing Recreation Service Quality (3) Prerequisite: REC 375. Principles of managing and delivering leisure services by recreational organizations or agencies. Emphasis on how to build a service quality information system, formulates a service strategy, develop service personnel, and organize service delivery and recovery.

REC 440. Risk Management and Liability in Recreation Services (3) Prerequisite: REC 375 or consent of instructor. Examination of legal and legislative issues affecting the leisure delivery system in governmental, quasi-public, private, commercial, and institutional settings. Topics include terminology, risk management procedures, ordinances, regulatory law, licensing, legal redress, and constitutional law at the national and state levels.

REC 448. Advanced Field Experience in Recreation (1-6) Prerequisites: REC 348 or REC 375, and junior standing. Advanced field placement experience in a leisure setting. Provides extended opportunity for fieldwork in community, commercial, natural resource or therapeutic recreation services. Course may be taken more than once; however, students are limited to six credit hours toward graduation. Course cannot be used as a substitute for content course.

REC 450. Conflict Management in Recreation Services (3) Prerequisite: REC 375. An experiential approach to the study of conflict management in recreational leadership and administration. Emphasis on conflict resolution and conflict stimulation; individual and group conflict; and problem solving.

REC 465. Facility Planning and Design (3) Prerequisite: REC 375. Basic principles of planning and developing recreation areas and facilities. Emphasis on land use, current planning practices and standards, and facility design.

REC 475. Advanced Human Resource Management and Financing Recreation Services (3) Prerequisite: REC 375. Examination and investigation of contemporary human resource management and financial management principles and techniques in the management of parks and recreation services. Human resource management motivational theories and practices and creative approaches to financing and acquiring park and recreation resources. In-depth case study analysis and hands-on practical experiences.

REC 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, junior or senior standing, and consent of instructor, department chair and dean. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue.

REC 495. Seminar in Recreation (3) Prerequisite: REC 375. A culmination of study in the field of recreation. Discussion of selected topics concerning current issues and trends in the profession.

REC 498. Internship in Recreation Services (12) Prerequisite: Senior standing and an overall 2.00 grade point average, and completion of all other courses required for the major with a 2.00 cumulative grade point average. Program planning and administration procedures in public, private, commercial, non-profit, and therapeutic settings. A minimum of 480 hours and 12 consecutive weeks of fieldwork are required.

REC 499. Honors Work in Recreation (2-3) Prerequisite: Eligibility for honors program and senior standing. Independent study for honors students.

For 292 and 492; 294 and 494, see explanations on p. 184, 104.

Therapeutic Recreation Course Descriptions
(Department of Health and Applied Human Sciences)

RTH 368. Foundations of Recreation Therapy (3) Prerequisite: REC 265 or consent of instructor. Historic and professional development of recreation therapy service; characteristics and needs of persons with disabilities; and service delivery settings.

RTH 369. Recreation Therapy in Gerontology (3) Prerequisite: RTH 368 or GRN 101 or consent of instructor. Biological, sociological and psychological aspects of aging as related to the planning and delivery of recreation therapy services for older adults.

RTH 370. Principles and Procedures in Recreation Therapy (3) Prerequisite: RTH 368. Specific attention to principles and practices of the delivery of recreation services. Topics include activity analysis; task analysis; activity, facility and equipment adaptations; risk management, and standards of practice.

RTH 371. Recreation Therapy Interventions I (4) Prerequisites: REC 368 and REC 370. Emphasis on leadership, group processing, activity adaptation, behavior management, learning principles, grief and loss, therapeutic communication, family dynamics, and challenge activities. Three lecture hours and two laboratory hours per week.

RTH 380. Assessment and Outcome Planning in Recreation Therapy (4) Prerequisite: REC 370. Role of reliable assessment in the treatment planning process in recreation therapy. Skills in assessment, goal writing and attainment, documentation, and outcome measurement. Three lecture hours and two lab hours per week.

RTH 382. Recreation Therapy Interventions II (4) Prerequisite: REC 371. Includes community reintegration, leisure education, stress/anger management, adaptive sports, assistive technology, exercise and fitness, and wellness. Three lecture hours and two laboratory hours per week.

RTH 383. Recreation Therapy Interventions III (4) Prerequisite: REC 371. Includes sensory stimulation, cognitive retraining, reminiscence/validation therapy, animal assisted therapy, horticulture therapy, therapeutic riding, and medical teaching. Three lecture hours and two lab hours per week.

RTH 468. Program Planning and Evaluation in Recreation Therapy (3) Prerequisite: RTH 370. Advances course in programming in recreation therapy. Emphasis on systems planning of comprehensive and specific programs; evaluation; documentation, and guidelines for the management of recreation therapy services.

RTH 480. Critical Thinking in Recreation Therapy (3) Prerequisite: RTH 368. Emphasis on critical thinking approaches to the professional issues in current delivery of recreation therapy services.

Special Education Course Descriptions
(Department of Curricular Studies)

SED 250. Introduction to Special Education (3) Survey of major categories of exceptionality including intellectual disabilities, learning disabilities, behavioral and emotional disorders, attention deficits and hyperactivity, communication disorders, sensory impairments, multiple and severe disabilities, physical and health impairments, and giftedness. Includes study of definitions, characteristics, etiology, psycho-social implications, educational interventions, and current issues. At least 6 field experience hours required.

Note: Admission to the Watson School of Education is required for enrollment in SED 300- and SED 400-level courses

SED 350. Children and Adolescents With Learning Disabilities (3) Examination of the field of learning disabilities. Emphasis on the concept of learning disabilities, etiology, diagnosis, characteristics, teaching strategies, theory, historical influences, and current trends. At least 15 field experience hours required.

SED 352. Behavioral Development (3) Designed to develop an understanding of social/emotional development and effective principles and strategies to promote positive behavioral development. Focus will be on positive behavioral support, functional behavioral assessment, teaching pro-social behaviors and social skills, establishing affective environments, parent training and effective behavior change strategies. At least 15 field experience hours required.

SED 354. Intellectual and Developmental Disabilities (3) Study of etiology, characteristics and programming needs of persons with mild intellectual disabilities. Current approaches for the education of persons with mild disabilities in a variety of settings and across the life span will be included. Students will be expected to develop a basic knowledge of the various aspects of mild disabilities and use that knowledge to make informed decisions about appropriate practices in the education of this population. At least 15 field experience hours required in a high school class focusing on the North Carolina Occupational Course of Study.

SED 355. Children and Adolescents With Behavioral Disorders (3) Prerequisite: SED 352 or consent of the instructor. Designed to examine the complex variety of learners with behavioral or emotional disorders. Emphasis on the concept of behavioral disorders, etiology, assessment, characteristics, theories, historical influences, teaching strategies, and current trends. At least 25 field experience hours required.

SED 356. Severe Disabilities (2) Corequisite: SEDL 356. Study of etiology, definitions, characteristics and programming needs of persons with moderate, severe, and profound intellectual disabilities, low functioning autism, and multiple disabilities. Current approaches to treatment and education of persons with severe disabilities in a variety of settings and across the life span will be included. Students will be expected to develop a basic knowledge of the various aspects of severe disabilities and use that knowledge to make informed decisions about appropriate practices in the education of this population.

SEDL 356. Severe Disabilities Lab (1) Corequisite: SED 356. Designed to provide students with supervised opportunities to observe and engage in interventions with students with severe intellectual disabilities, low functioning autism, and multiple disabilities. Students will be expected to apply appropriate practices in the education of students with severe disabilities. Minimum of 20 hours per semester.

SED 360. Teaching Students With Learning Problems (3) Prerequisites or corequisites: SED 250, 350, 354 and 355 or consent of instructor. Study of educational interventions for students with learning problems. Emphasis will be on developmental, cognitive, medical, behavioral, and constructivist approaches. Includes study of curriculum and instructional strategies in oral language, reading, literature, written language, math, content areas, learning strategies, and study skills for grades K-12. At least 15 field experience hours required.

SED 362. Teaching Students With Social, Emotional, and Behavior Problems (3) Prerequisites: SED 355 and 352 or consent of instructor. Examination of problems, issues, and practices in developing effective programs for students with social/behavioral needs. Emphasis on social, emotional and behavioral needs including major interventions, family involvement, social skills, applied behavior analysis, cognitive/behavioral approaches, medication issues, legal considerations, and curricular strategies. At least 25 field experience hours required.

SED 364. Teaching Students With Severe Disabilities (3) Examination of intervention strategies and issues for persons with severe disabilities. Major focus is on a set of research based strategies referred to as response prompting procedures. Students will examine means for delivering instruction in one-on-one and small group settings using discrete trail, mass trial, and activity based approaches. At least 15 field experience hours required.

SED 365. The Teaching of Functional Academics (2) Corequisite: SEDL 365. Prerequisite: SED 364. Designed to comprehensively review methods for teaching basic, functional, academic skills to persons with severe intellectual disabilities. Emphasis will be on the teaching of reading, math, and writing skills for daily use.

SEDL 365. Functional Academics Lab (1) Corequisite: SED 365. Prerequisite SED 364. Designed to provide students with supervised opportunities to teach functional academic skills to students with severe intellectual disabilities. Emphasis will be on the teaching of reading, math, and writing skills for daily use. Minimum of 20 hours per semester.

SED 366. The Teaching of Functional Skills (2) Corequisite: SEDL 366. Prerequisite: SED 364. Examination of procedures for identifying and teaching functional skills to persons with severe intellectual disabilities. Students will assess and design programs to address skills in the domains of: personal management/self-care, daily living, vocation, career development, residential and independent living, recreation/leisure/play skills, and social skills, Course emphasis is analysis of skill requirements using an ecological inventory approach to instruction.

SEDL 366. Functional Skills Lab (1) Corequisite: SED 366. Prerequisite: SED 364. Designed to provide students with supervised opportunities to teach and observe instruction of functional skills to students with severe intellectual disabilities. Emphasis will be on the teaching of personal management/self-care, daily living, vocation/employment, and social skills. Minimum of 20 hours per semester.

SED 367. Communication and Language: Development and Interventions (3) Investigation of the principles of communication and language development. Study of the relationship of severe disabilities to delays in communication and language development. Course covers the use of a range of intervention and assistive technology strategies to facilitate acquisition of skills, both verbal and non-verbal, in this area. At least 15 field experience hours required.

SED 370. Assessment Procedures for Special Education (3) Prerequisites: EDN 301 and one of the following: SED 250, 350, 354, 355. Examination of concepts and fundamentals of educational assessment. Includes study of formal, informal, and alternative assessment techniques appropriate for students with exceptionalities. Includes assessment of intellectual functioning, academic skills, spoken language, learning skills, social-emotional-behavioral development, adaptive behavior, early childhood skills, and occupational/transitional skills. At least 15 field experience hours required.

SED 372. Program Development in Special Education (3) Prerequisites: EDN 301 and one of the following: SED 250, 350, 354, 355. Development of skills in planning educational programs for students with exceptionalities. Includes writing lesson plans, unit plans, individualized educational programs, family service plans, and transition plans; task analysis; legal requirements and roles of the special education teacher. At least 15 field experience hours required.

SED 374. Applied Behavior Analysis for Teachers (3) Prerequisites or corequisites: 9 hours of Curricular Foundations. Designed to provide a strong foundation and knowledge of basic principles of learning through the introduction of Behavior Analysis: the science and technology of behavior. The focus will be on empirically validated instructional strategies by which students learn academic, social and physical skills. At least 20 field experience hours required.

SED 375. Collaboration Strategies in Special Education (3) Designed to develop the collaboration, teaming, communication, and conflict resolution skills relevant for educators of students with special needs and from diverse cultures. Topics will include conferencing skills, strategies for working with parents and professionals from various fields, and coordination of services. At least 15 field experience hours required.

SED 410. Seminar in Special Education (K-12) (3) Corequisite: SED 411. Prerequisites: All courses in the professional core and specialty area and a 2.70 GPA on all work attempted at UNCW. Designed as a culmination of professional study and initiation into practicum and the teaching profession. Provides opportunities to extend and apply understandings of the roles of the special education teacher as decision maker and reflective practitioner particularly in the areas of assessment, planning, instruction, management, collaboration, assistive technology and evaluation.

SED 411. Practicum in Special Education (K-12) (12) Corequisite: SED 410. Prerequisites: As specified for SED 410. All full-time practicum experience within the area of specialization. Students will engage in a variety of supervised instructional activities, assuming an increasing amount of responsibility for all phases of instruction. Practica are offered in the areas of general curriculum and adapted curriculum.

SED 412. Extended Practicum in Special Education (K-12) (3-6) Prerequisites: Appropriate curriculum and instruction courses and permission of the chairperson of the Department of Curricular Studies. A part-time practicum experience within the area of specialization. Students will engage in supervised instructional activities that extend their understandings and teaching performance to an additional area of preparation. Areas of specialization are general curriculum and adapted curriculum.

Science, the Humanities and Society Course Description

(College of Arts and Sciences)

SHS 210. Introduction to Science, the Humanities and Society (3) An introduction to the interrelationships among science, technology, the humanities and society. Interdisciplinary approach. Topics include impact of science and technology on society, humanistic assessment of science, historical and contemporary issues. May be taken twice for credit under different sub-titles.

Sociology Course Descriptions

(Department of Sociology and Criminal Justice)

SOC 105. Introduction to Sociology (3) Introduction to the scientific study of human society and social behavior.

SOC 200. Sociology of Sport (3) A sociological examination of the rise of sport in contemporary society. Topics such as the social organization of sports, women and sports, sports and violence, inter-scholastic sports and achievement behavior, discrimination and sports, and the future of sports are covered.

SOC 205. (ANT 205) Human Societies (3) The comparative study of human society and culture with selected ethnographic examples to illustrate human adaptation to specific environments and reveal patterns of major social institutions—economy, marriage and kinship, politics and religion—which underlie and support a particular way of life. Comparisons are drawn among hunter-gatherer, tribal horticultural, peasant and modern industrial societies. Perspectives on the dynamic of social process and cultural change are also introduced.

SOC 215. Modern Social Problems (3) Contemporary social issues and conditions viewed as problematic, such as racism, sexism, crime, poverty, war, alienation, and deviance.

SOC 220. Sociology of Birth and Death (3) The examination of the sociological dimensions of "human entry and exit." The social organizational and cultural dimensions of birth and death will be considered in terms of rites of passage, bureaucratization, social movements, cultural differences, and historical and contemporary contexts.

SOC 300. Methods of Social Research (3) Prerequisite: SOC 105. Introduction to the logic and the methods of sociological research. Topics include the connections between theory and research, problem formulation and research design, conceptualization and measurement, sampling modes of observation and analysis, ethical issues, and the political context of research.

SOC 301. Sociological Data Analysis and Interpretation (3) Prerequisite: SOC 300. Instruction in computer-assisted univariate and bivariate analysis and interpretation of social science data.

SOC 303. Mass Media and Society (3) Prerequisite: SOC 105. The relationship between mass media, culture, and society with special emphasis on the social, political, and economic contexts of the mass media. Media examined include television, the press, films, popular music, and the electronic superhighway.

SOC 304. Popular Culture (3) Prerequisite: SOC 105. Sociological analysis of popular forms of everyday life in America: fashion, fads, entertainment trends, advertising, television programming, music, myths, stereotypes, and icons of mass-mediated culture.

SOC 305. Population (3) Prerequisite: SOC 105. A study of the changes in size, composition, distribution of population and the dynamics underlying them.

SOC 306. Sociology of Culture (3) Prerequisite: SOC 105 or consent of instructor. Overview and analysis of the interplay between social and cultural structures. Examination of research in and theories of culture and social structure's dialectical relationship; dominant ideology and hegemony; cultural capital and cultural reproduction; symbol, ritual, and moral order; knowledge production and transformation; dynamics of cultural change.

SOC 315. Urban Sociology (3) Prerequisite: SOC 105. Analysis of the history and development, social organization, and problems of the city.

SOC 325. Racial and Ethnic Group Relations (3) Prerequisite: SOC 105. An examination of race and ethnicity in modern societies and social, economic, and political inequalities among racial and ethnic groups. Major topics include political-economic causes and consequences of prejudice, racism and institutional discrimination; social history of intergroup relations in the United States; comparative intergroup relations.

SOC 326. Collective Behavior and Social Movements (3) Prerequisite: SOC 105. Analysis of social behavior that breaks from existing patterns and expectations, such as riots, crowds, revolution, and social movements.

SOC 335. The Sociology of Deviant Behavior (3) Prerequisite: SOC 105. The analysis of certain behavior in terms of deviations from norms; the application of sociological and psychological concepts and theory to deviant behavior, and the critical evaluation of non-sociological research and theories.

SOC 336. Sociology of Aging (3) Prerequisite: SOC 105 or GRN 101. Sociological theories and methods used to explain the aging process. Topics include demography, age stratification, aging and the life course, minority elderly, housing patterns, health, and social policy.

SOC 337. Medical Sociology (3) Prerequisite: SOC 105. A sociocultural analysis of the general area of health and illness. Emphasis is given to understanding the distribution of health and illness in the United States and its impact on the patient status. The course includes a discussion of the organization and use of health care services from a sociological perspective.

SOC 340. Organizations in Modern Society (3) Prerequisite: SOC 105. An introduction to the dynamics of social life in large-scale organizations. Topics include organizational social psychology, organizational structure and process, and organization-community relations.

SOC 345. Sociology of the Family (3) Prerequisite: SOC 105. Origin and development of the family as a social institution from an historical and comparative approach; analysis of forms and functions of the family; socialization, mate selection, procreation.

SOC 346. Sociology of Religion (3) Prerequisite: SOC 105. An analysis of the structure, function and process of religion, emphasizing the reciprocal relation of religion and cultural and religious differentiation and institutionalization.

SOC 347. Sociology of Education (3) Prerequisite: SOC 105. Historical-comparative sociological analysis of formal education systems in modern societies. Examination of sociological theories of education as they apply to political economy, stratification, social selection, cultural reproduction, and social change.

SOC 348. Sociology of Art (3) Prerequisite: SOC 105 or consent of instructor. Examines the dialectical relationship between art and society, focusing on the connections between artists, critics, patrons. Includes analysis of the ways in which art is produced, distributed, and evaluated, and is both organized by and organizes social interaction.

SOC 349. Sociology of Children and Childhood (3) Prerequisite: SOC 105. Sociological theory and methods related to children and childhood from infancy to early adolescence. Topics include the social construction of childhood; child development and socialization; race, class, and gender in childhood; and social problems affecting children.

SOC 350. Gender and Society (3) Prerequisite: SOC 105. Focus on gender in social life. Theoretical explanations of gender differentiation, with an emphasis on socialization, stratification, family, work, education, politics, and social change.

SOC 355. Criminology (3) Prerequisite: SOC 105. The nature, variation and causes of crime are studied as aspects of the American culture.

SOC 360. Social Theory (3) Prerequisite: SOC 105 and six additional hours in sociology. An introduction to major theoretical perspectives in sociology including functional theory; conflict theory; exchange theory; interactionist theory; and structural theory.

SOC 365. Social Psychology (3) Prerequisite: SOC 105. A sociological analysis of human social interaction. Topics include symbolic interaction, socialization, interpersonal relations. Focus is on social and cultural influences on individual and group behavior.

SOC 366. Social Change (3) Prerequisite: SOC 105. The study of social and cultural change in community and society with emphasis upon the rate and degree of change, direction of change, mechanism of change, and planning of change.

SOC 375. Juvenile Delinquency (3) Prerequisite: SOC 105. The analysis and description of the problem of juvenile delinquency as it exists in a changing contemporary society.

SOC 380. Social Classes (3) Prerequisite: SOC 105. Examination of social stratification as the system of distribution of privilege, power and prestige in modern and traditional societies. Discussion of major theories and theorists of stratification; the structure and process of systems of social inequality; the causes, correlates and consequences of socially structured inequality.

SOC 390. Applied Sociology Seminar (3) Prerequisite: SOC 300, 301, and 360. Application of sociological tools to real-life issues in a variety of social settings. Tools include theory, concepts, research methods, and analysis. Methods may include surveys, planning, program and community development, and evaluation applications.

SOC 418. Women and Aging (3) Prerequisite: At least junior standing and either SOC 336 or consent of instructor. Examines women's experience of old age and the aging process. Specific emphasis on family, medical, and economic institutions.

SOC 433. Sociology of Mental Illness (3) Prerequisite: SOC 105. Sociological theories of and social responses to mental illness. History and analysis of mental health systems.

SOC 438. Social Epidemiology (3) Prerequisite: SOC 105 or consent of instructor. Methods and substance of social epidemiology; demographics of illness in American society. Case studies linking environmental and behavioral variables to disease incidence examined. Specific attention to the social response to AIDS and other communicable diseases.

SOC 449. Sociology of Law (3) Prerequisite: SOC 105 and junior/senior standing. An analysis of the role of law in society. Special emphasis will be given to the relationship between law and social organization and the relation of sociocultural changes to substantive and procedural aspects of law. The concept of justice will also be analyzed. Law will be viewed as a collectivistic-individualistic process and as a reflection of sociocultural values.

SOC 485. The Community (3) Prerequisite: SOC 105. Structure, process, and change in modern communities. Topics include analysis of the concept of community; the community as a social system; major community functions; relationships between the community and larger society; community stratification, power structure and organization.

SOC 486. Sociology of Work and Occupations (3) Prerequisite: SOC 105 and three additional hours in sociology or economics. Analysis of the place of work in society. Examines occupational structures as the primary link between persons and the larger society. Topics include the growth and development of occupational structure, occupations and technological change, and organizational complexity.

SOC 490. Senior Project (3) Prerequisite: SOC 301, 360 and senior status. An independent project using sociological theory and methods to address a topic chosen by the student in conjunction with a faculty sponsor. Research projects, theory project, or a practice/internship project. (Students must complete a "memorandum of understanding" in the semester prior to the course). Paper and oral presentation based on the senior project.

SOC 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, junior or senior standing, and consent of instructor, department chair and dean. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue.

SOC 495. Topical Seminar (1-3) Prerequisite: SOC 105 and consent of instructor. Discussion of selected topics in sociology. May be repeated under a different subtitle.

SOC 496. Practicum in Applied Sociology (3-6) Prerequisites: SOC 300, 301, 360, and 390; junior or senior standing; instructor consent. Under faculty supervision, students use sociological tools to address a client's social problem in the local community. Students submit practicum proposal to the faculty coordinator in the semester prior to the practicum. Students cannot take the practicum in addition to the internship course (SOC 498), the senior project course (SOC 490) or the Honor's Thesis course (SOC 499).

SOC 498. Internship in Applied Sociology (3-6) Prerequisites: SOC 300, 301, 360, 390. Restrictions: junior or senior standing, at least a 2.00 GPA, and instructor consent, cannot take internship and practicum. The application of sociological theory and concepts under supervision at a site in which the student observes and participates in highly organized social interaction. Placement must be approved by faculty coordinator, department chair, and dean in the semester prior to the internship.

SOC 499. Honors Work in Sociology (2-3) Prerequisite: Eligibility for honors program and senior standing. Independent work for honors students.

For 292 and 492; 294 and 494, see explanations on p. 184, 104.

Spanish Course Descriptions

(Department of Foreign Languages and Literatures)

SPN 101-102. Introductory Spanish (3-3) Emphasis on achievement of an active command of the language. Aural-oral practice; intensive study of the basic patterns of spoken Spanish; reading, writing and basic conversation. (For students with one year or less of high school Spanish.)

SPN 103-104. Introductory Spanish; Business Emphasis (3-3) Emphasis on achievement of an active command of the language spoken in the Hispanic world, with some emphasis on business vocabulary and protocols. Intensive study of the basic patterns of spoken Spanish, commercial practices and cultural concepts of the Spanish-speaking countries; reading, writing, and basic conversation. (SPN 103: Not open to students who have completed SPN 101, 102, or 120. SPN 104: Not open to students who have completed SPN 102 or 120.)

SPN 105. Spanish for Travelers (3) General interest course, but designed specifically for those planning to travel in a Spanish-speaking country. Emphasis on practical communication, current vocabulary and colloquial expressions. Realia and audio-visual aids used extensively. Course may be structured to answer specific individual needs.

SPN 120. Fundamentals of Spanish (3) Prerequisite: Two units of high school Spanish or appropriate departmental placement test score. Review of the fundamental structure of the language. Aural-oral practice to attain basic active reading, writing, speaking, and listening skills. No credit given after the completion of Spanish 101, 102, 103, or 104.

SPN 201-202. Intermediate Spanish (3-3) Prerequisite: SPN 102 or equivalent. A review of the grammatical structure of the language. Application of the language in composition, conversation and readings.

SPN 203. Intermediate Spanish: Reading (3) Prerequisite/corequisite: SPN 202 or equivalent. Emphasis on reading (fiction and non-fiction) with the goals of applying effective reading techniques and strategies, increasing vocabulary, and improving general reading and oral communication skills.

SPN 206. Spanish in the Media (3) Prerequisite or corequisite: SPN 202 or placement by testing. Emphasis on development of auditory comprehension skills through intense exposure to authentic video and audio materials. Pass/Fail grading only.

SPN 209. Spanish Literature in Translation: Topics (3) Study of representative works from the literature of Spain. Reading and class discussions in English. May be repeated under a different subtitle.

SPN 210. Spanish-American Literature in Translation: Topics (3) Study of representative works from the literature of Spanish America. Readings and class discussion in English. May be repeated under a different subtitle.

SPN 211. Spain Today (3) An examination of the institutions and social fabric of contemporary Spain as they evolved from traditional roots, including units on history, politics, regional culture, literature, music, art, customs and economic resources. Readings and class discussions in English.

SPN 212. Latin America Today (3) An examination of the institutions and social fabric of contemporary Latin America as they evolved from traditional roots, including units on history, politics, indigenous cultures, literature, music, art customs, and economic resources. Readings and class discussions in English.

SPN 304. Business Spanish (3) Prerequisite: SPN 202 or equivalent. Designed for students who need familiarization with the terminology necessary for the fields of economics, business, accounting, natural sciences and others. Business correspondence in Spanish and the currency systems of the Spanish-speaking countries are included.

SPN 305. Conversation and Composition (3) Prerequisite: SPN 202 or equivalent. Intensive training in spoken and written Spanish.

SPN 306. Advanced Grammar (3) Prerequisite: SPN 202 or equivalent. Grammatical forms and usage.

SPN 307. Phonetics (3) Prerequisite: SPN 202 or equivalent. Various speech phenomena; practice in phonetic transcription, pronunciation, and intonation.

SPN 308. Hispanic Linguistics (3) Introduction to Hispanic phonology, morphology, syntax, dialectology, bilingualism, and sociolinguistics.

SPN 309. Tecnologías de la Información (3) Prerequisite: SPN 305. Creation and editing of documents in Spanish using work-processing, drawing and spreadsheet modules if an integrated computer application; video graphic skill; Hispanic resources on the Internet and shortwave broadcasts.

SPN 311. Spanish Civilization (3) Prerequisite: SPN 202 and 203 or equivalent. Geographical, historical and cultural aspects of Spain.

SPN 312. Spanish-American Civilization (3) Prerequisite: SPN 202 and 203 or equivalent. Geographical, historical, and cultural aspects of Spanish America.

SPN 321. Introduction to Spanish Literature (3) Prerequisite: SPN 202 and 203 or equivalent. Selected readings covering the main currents of Spanish literature; emphasis on textual analysis and criticism in classroom discussions; oral and written reports.

SPN 322. Introduction to Spanish-American Literature (3) Prerequisite: SPN 202 and 203 or equivalent. Selected readings covering the main currents of Spanish-American Literature; emphasis on textual analysis and criticism in classroom discussions; oral and written reports.

SPN 385. (FST 388) Introduction to Spanish Cinema (3) Prerequisite: Permission of instructor. Analysis of representative films by Spanish directors including Luis Bunnuel, Carlos Saura, Pedro Almodovar and Bigas Luna, as well as a discussion of recent cinematic works by filmmakers of the younger generation. Films represent a diversity of styles, periods and genres.

SPN 401. (501) Translation Techniques and Practices (3) Prerequisites: Native or near-native command of written English; SPN 203, SPN 306 and one additional Spanish course at 300 level or above. Translation of various kinds of texts and documents. Practical application of translation theory and development of strategies for solving predictable translation problems.

SPN 405. (505) Advanced Conversation and Composition (3) Prerequisite: SPN 305 or equivalent. Emphasis on spoken Spanish and essay writing.

SPN 411. Topics in Spanish Civilization (3) Prerequisite: SPN 311 or equivalent. Advanced study in geographical, historical, and cultural aspects of Spain. Topics will focus on specific time periods, geographic areas, or cultural phenomena. May be repeated under a different subtitle.

SPN 412. Topics in Spanish-American Civilization (3) Prerequisite: SPN 312 or equivalent. Advanced study in geographical, historical, and cultural aspects of Spanish America. Topics will focus on specific time periods, geographic areas, or cultural phenomena. May be repeated under a different subtitle.

SPN 421. Studies in Spanish Literature (3) Prerequisite: SPN 321 or equivalent. Study of representative Spanish authors, literary movements, and genres. May be repeated under a different subtitle.

SPN 422. Studies in Spanish-American Literature (3) Prerequisite: SPN 322 or equivalent. Study of representative Spanish-American authors, literary movements, and genres. May be repeated under a different subtitle.

SPN 485. (FST 485) Seminar in Spanish Cinema (3) Prerequisite: A 300-level course in Spanish. Advanced study of a selected topic in Spanish cinema. May be repeated under a different subtitle.

SPN 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, junior or senior standing, and consent of instructor, department chair and dean. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue.

SPN 495. Seminar in Hispanic Studies (1-3) Prerequisite: SPN 321 or 322 or equivalent. Cooperative study of a selected topic under the direction of departmental faculty. Research, informal presentations, reports, discussion. May be repeated under a different subtitle.

SPN 498. Internship in Spanish (3) Prerequisite: Junior standing, completion of at least 12 hours of course work in SPN at the 300 or 400 level, and consent of instructor. Program of work and study conducted within an agency and/or setting that provides practical experience with observation and application of foreign language skills.

SPN 499. Honors Work in Spanish (2-3) Prerequisite: Eligibility for honors program and senior standing. Independent study for honors students.

Statistics Course Descriptions

(Department of Mathematics and Statistics)

STT 210. Introduction to Statistics with Applications in the Health Sciences (3) Prerequisite: MAT 111. Collection, tabulation and graphical representation of data. Measures of location and variation, measures of association and chi-squared distribution, correlation and regression, binomial, Poisson and normal distributions, estimation and tests of hypotheses. Health care statistics, elementary computer skills in analysis of data and interpretation of computer printout.

STT 215. Introduction to Statistics (3) Prerequisite: MAT 111 or 115. Methods of data collection; numerical and graphical analyses of univariate and bivariate data; axioms of probability; conditional probability; independence; distributions of random variables; introduction to confidence intervals and hypothesis testing; simple linear regression and correlation; use of statistical software to analyze data and simulate random variables. Two lecture and one laboratory hour each week.

STT 305. Statistical Programming (3) Prerequisite: STT 215 or equivalent. Introduction to statistical programming in SAS with emphasis on data step programming; applications to data management and report generation, simulation, graphical and numerical analysis of univariate and multivariate data. Comparison of current statistical software.

STT 315. Probability and Statistics (3) Prerequisite: STT 215 and MAT 152 or 162. Discrete and continuous random variables and probability distributions; mathematical expectation and variance; sampling distributions and central limit theorem; introduction to the theory of estimation and hypothesis testing.

STT 350. Survey Sampling (3) Prerequisite: An introductory statistics course from any department. Elementary survey sampling on the design and analysis of sample surveys. Topics include design of questionnaires; methods of data collection; sample-survey designs including simple random sampling, stratified sampling, cluster sampling, and systematic sampling; ratio and regression estimation; two-stage cluster sampling; sampling from wildlife populations; sources of errors.

STT 411. (511) Design of Experiments and Analysis of Variance (3) Prerequisite: Any elementary statistics course. Review of elementary statistics; design of experiments including completely randomized, randomized block, factorial, split-plot, and repeated measures designs; analysis of variance; non-parametric alternative methods of analysis. Statistical software packages will be used as appropriate in problem solving.

STT 412. (512) Applied Regression and Correlation (3) Prerequisite: Any elementary statistics course. Review of elementary statistics; linear and multiple regression; correlation. Statistical software packages will be used as appropriate in problem solving.

STT 420. Biostatistical Analysis (3) Prerequisite: STT 305 or consent of instructor. Review of statistical methods used in epidemiologic studies and clinical trials. Topics include measures of association, logistic regression, covariates, life tables and Cox regression; statistical analysis using SAS.

STT 425. Categorical Data Analysis (3) Prerequisite: STT 305 or consent of instructor. Introduction to the analysis of qualitative data. Basic methods of summary and inference for two- and three-way contingency tables; introduction to the generalized linear model for binary and Poisson data; focus on multinomial responses (nominal and ordinal) and matched pairs data; statistical analysis using SAS.

STT 430. (530) Introduction to Non-Parametric Statistics (3) Prerequisite: STT 215 and 3 hours of statistics at the 300 level. Theory and methods of non-parametric statistics in the one- and two-sample problems and their comparisons with standard parametric procedures. Non-parametric tests for comparing more than two samples; tests of randomness and independence.

STT 435. Applied Multivariate Analysis (3) Prerequisite: STT 315, 411 and 412. Matrix manipulations; multivariate normal distribution; inference for mean vector and covariance matrix; multivariate analysis of variance; principal components; canonical correlations; discriminant analysis; factor analysis; cluster analysis; statistical analysis using SAS.

STT 440. (540) Linear Models and Regression Analysis (3) Prerequisite: MAT 261 and 335 and STT 315. Theoretical introduction to the general linear model and its application to simple linear regression and multiple regression. Estimation and hypothesis testing of model coefficients; residual analysis; analysis of covariance.

STT 465. (565; MAT 465/565) Applied Probability (3) Prerequisite: MAT 261 and STT 315. The formulation, analysis and interpretation of probabilistic models. Selected topics in probability theory. Conditioning, Markov chains, and Poisson processes. Additional topics chosen from renewal theory, queuing theory, Gaussian processes, Brownian motion, and elementary stochastic differential equations.

STT 466-467. (566-567) Mathematical Statistics (3-3) Prerequisite: MAT 261 and STT 315. A rigorous introduction to mathematical statistics. Univariate and multivariate probability distributions; conditional and marginal distributions; theory of estimation and hypothesis testing; limiting distributions and the central limit theorem; sufficient statistics and the exponential class of probability density functions.

STT 475. Topics in Statistics (3) Prerequisite: Senior standing or permission of instructor. Topics of current interest in statistics not covered in existing courses. May be repeated under a different subtitle.

STT 490. Case Studies in Statistical Consulting (3) Prerequisite: At least 9 hours of STT courses numbered 300 or higher and consent of instructor. Review of case studies involving consulting with clients on statistical design of experiments and analysis of experimental and observational data; consulting under faculty supervision on statistical issues with clients on campus through the departmental consulting center; presentation of oral report on consulting experience.

STT 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, at least a 3.00 average on all mathematics and statistics courses taken, junior or senior standing, and consent of instructor, department chair, and dean. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue.

STT 498. Internship in Statistics (3) Prerequisite: Overall GPA of at least 2.50, GPA in STT courses at least 2.80, and at least 9 hours of STT courses numbered 300 or higher. Academic training and practical experience through work in a private company or public agency; presentation of oral report on internship experience. Faculty supervision and evaluation of all study and on-site activity. Open to students of junior or senior standing who have been approved by the faculty supervisor, department chair and dean.

STT 499. Honors Work in Statistics (2-3) Prerequisite: Eligibility for honors program. Individual study for honors students.

Social Work Course Descriptions
(Department of Social Work)

SWK 235. Introduction to the Social Welfare System (3) The social welfare institution and the social work profession in the United States; the values, methods and roles of social workers and the history of the system.

SWK 240. Basic Working Relationship Skills (3) Prerequisite: SWK 235 and corequisite: SWK 320. Permission by instructor. Multi-cultural working relationship skills for relationship-building, interviewing, problem identification, intervention and termination in generalist practice including process recording, case assessment, summaries, and social work ethics and values.

SWKL 240. Working Relationship Lab (1) Prerequisite: SWK 235; Corequisite: SWK 240 and SWK 320. Permission of instructor. Students will practice the basic working relationship interviewing skills.

SWK 310. Social Service Practice with the Elderly (3) Prerequisite: SWK 235 or GRN 101. Examines the status of the elderly and specific problems they confront in modern society. Focuses on social agencies and other service resources. Analyzes policies. Major emphases on practice, service settings and special populations.

SWK 311. Child Abuse and Neglect (3) Prerequisite: SWK 235. Study of the knowledge base, laws, and professional roles associated with contemporary child welfare practice. Identification of child maltreatment, reporting procedures and community-based interdisciplinary practice issues are emphasized.

SWK 315. Issues for Social Workers in Mental Health (3) Prerequisite: SWK 235. Concepts of mental health and practice in social context. Managed care, models of practice, rural community mental health, and future directions in community health, all considered in a multicultural perspective.

SWK 316. Generalist Social Work in Rural Communities (3) Prerequisite: SWK 235. A survey of rural community life, its institutions, value systems, customs, and their implications for social work practice. Issues dealing with migrant workers and Native American cultures.

SWK 318. Social Work and Health Care Delivery (3) Prerequisite: SWK 235. An examination of the rationale, issues, problems and practices related to the implementation of client-centered health care. New programs and proposals for the delivery of health services will be reviewed systematically with reference to the implications for social work practice.

SWK 319. Ethical Decision Making in Social Work Practice (3) Prerequisite: SWK 235 or permission of instructor. Study of ethical issues in social work practice with emphasis upon application of NASW Code of Ethics.

SWK 320-321. Human Behavior and the Social Environment I and II (3-3) Prerequisite: SWK 235, PSY 105, and either BIO 105 or 240 and permission of instructor. Perspectives on human development and behavior in diverse contexts, including: culture, oppression, poverty, gender, ethnicity, physical and social settings. Implications for social work practice and policies. 320: prenatal through adolescence. 321: young adulthood through death.

SWK 341. Generalist Social Work Practice with Individuals and Families (3) Prerequisite: SWK 240. Methods and models of the social work process in diverse populations, settings, and social conditions. Basic problem-solving, advocacy, case management, and crisis intervention.

SWK 355. Issues in Diversity for Generalist Practice (3) Prerequisite: SWK 235. Values, biases, and prejudices which produce personal and social vulnerability. Consequences in the lives of people of color, women, the poor, gays and lesbians, and others.

SWK 396. Pre-field Seminar (1) Prerequisites: SWK 235, 240, 320; Corequisites: SWK 321, 341. Explore professional expectations of field education, including ethical standards of the NASW Cod of Ethics. Preparation of a resume, identification of the student's learning style, and exploration of diverse agencies and fields of practice.

SWK 406-407. Research Methods for Social Work Practice (3, 3) Prerequisites: SWK 321 and SWK 341; Corequisite: SWK 496 or 497. 406: Research methodologies in social work practice; client-centered research questions, theoretical frameworks, research design sampling, data collection, analysis and report writing. 407: Program/Practice Evaluation: group and single-subject designs, applications, data analysis, and ethical considerations.

SWK 411. Seminar on Practice in Children, Youth, and Family Services (3) Prerequisite: SWK 311. Second of two-course sequence to prepare students for contemporary child welfare practice. Focused study of the skills, tasks, and best practices associated with public child welfare services.

SWK 417. Constructing Masculinities: from Boyhood to Manhood (3) Prerequisite: SOC 105 or consent of instructor. Impact of biological-psychological-social/cultural influences on male development, the construction of multiple masculinities and the consequent impact on men's lives, their families, and society. Discussion of implications for social work practice and social policy.

SWK 418. Social Work Practice in the School Environment (3) Prerequisite: SWK 341; Corequisite: SWK 496 or 497 or permission of instructor. Examines legislation shaping contemporary public education and school social work services in North Carolina. Emphasis on strengths-based, solution-focused social work intervention across the spectrum of social, emotional, and behavioral needs of students to enhance school performance.

SWK 435. Social Welfare Policies (3) Prerequisite: PLS 101 and SWK 235. Corequisite: SWK 496. Social, cultural, economic, and political influences on the social welfare system. Policy-making, program development and planning.

SWK 442. Generalist Social Work Practice with Groups (3) Prerequisite: SWK 341. Basic group dynamics applied to task and treatment groups. Skills necessary to work effectively with groups and decision-making approaches that empower diverse peoples.

SWK 443. Social Work Practice with Communities and Organizations (3) Prerequisite: SWK 442 and corequisite: SWK 496 or 497. Knowledge, values, and skills common to social work practice at the community and organizational levels. Principles of social planning, community development, and social action. Topics include needs assessment, program planning and development, organizational change and program evaluation.

SWK 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, junior or senior standing, and consent of instructor, department chair and dean. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue.

SWK 495. Topical Seminar (1-3) Prerequisite: SOC 105, SWK 235 and consent of instructor. Discussion of selected topics in social work. May be repeated under a different subtitle.

SWK 496, 497. Field Practicum I, II (6-6) Prerequisite: SWK 235, 321, 341, 306 and consent of instructor. Development and application of skills used in social work practice. Supervision of student field experience in a community social service setting. Analysis and discussion of field experiences in a series of field seminars to be arranged by the field liaison. (A minimum of 480 hours of fieldwork is required.)

SWK 499. Honors Work in Social Work (2-3) Prerequisite: Eligibility for honors program and senior standing. Independent study for honors students.

For 292 and 492; 294 and 494, see explanations on p. 184, 104.

Theatre Course Descriptions

(Department of Art and Theatre)

THR 110. Stagecraft (3) Introduction to the basics of theatre production in three sections exploring rudimentary procedures, equipment, and techniques necessary for involvement in theatre courses and production. Section 1. Scenic design set dressing, scene painting. Section 2. Costume design and construction. Section 3. Technical production, lighting and sound design, and set construction.

THR 112. Introduction to Dance (3) Appreciation of dance as an art form. The study of dance as a reflection and expression of various cultures from pre-history to present. Includes exposure to contemporary concert dance through films and televised or live performance. Introductory experience in selected dance techniques. Two class hours and two laboratory hours each week.

THR 121. Introduction to the Theatre (3) Appreciation of theatre through an understanding of its artistic elements, history, dramatic literature, and audience involvement.

THR 130. Improvisation (3) Exploration of spontaneous dramatic playing through intensive exercises and theatre games meant to generate greater individual freedom and self-discipline, as well as to employ improvisation techniques in acting to develop characterization, stage movement, and ensemble performance.

THR 134. (PED 134) Dance Techniques I (2) Basic techniques at a beginning level, including ballet, jazz, and modern dance. Three studio hours per week. Accumulative credit limited to four semester hours.

THR 136. (PED 136) Movement Exploration (3) Study through creative dance techniques of the body's potential as a tool for creative expression. Exploration of the relationship of dance to other art forms. Solo and group work using basic art concepts and the individual's own experience as materials for movement improvisation and composition. No dance training necessary.

THR 165. Script Analysis (3) How to read a play. Study of the structure of drama, including both traditional and contemporary forms of dramatic literature. Emphasis on the play text as a blueprint for theatrical production.

THR 201. Technical Production (3) Use of scenic materials, methods of construction, and handling of scenery. Basic use of stage lighting and stage properties. Three lecture and three laboratory hours per week. Requires participation in University Theatre productions.

THR 205. Stage Make-up (3) Theory and practice in the application of make-up for theatrical performances. Emphasizes make-up design theory used by the actor in his/her exploration of character. Requires crew participation in UNCW University Theatre productions.

THR 206. Costume History (3) A survey of major historical costume styles through lecture, discussion, and projects.

THR 207. Costume Pattern Design and Draping (3) Development of skills in pattern making through the flat pattern and draping techniques along with garment construction applied to individual as well as departmental production projects. Three lecture and three laboratory hours per week.

THR 208. Costume Crafts (3) Introduction to a variety of craft and garment accessory construction techniques. Individual and departmental production projects.

THR 211. Computer Aided Drafting (3) A study of theatre drafting conventions and software-related techniques. Topics include line-use, dimensions, text, notation, and symbols for use in creating floor plans, elevations, shop drawings, pictorials, and lighting plots.

THR 225. (FST 225) History and Appreciation of Film: Silent (3) Survey of the development of motion picture from its primitive beginnings to the advent of sound film. A visual illustration of the basic aesthetic principles controlling film as art.

THR 226. (FST 226) History and Appreciation of Film: Sound (3) A continuing survey of cinema from the advent of "talkies" in the mid-1920s to its full artistic expression in the 1960s. Selected films from around the world will be assigned, screened, and discussed.

THR 227 (FST 227). History and Appreciation of Film: Modern (3) Explores the development of world cinema from the 1970s to the present. Emphasis on important films emerging from the Far East, Eastern Europe, former Soviet Republics, and Third World counties.

THR 230. Acting for Non-Majors (3) An introduction to basic acting techniques for non-majors.

THR 231. Acting I: Introduction for Theatre Majors (3) Prerequisite: THR 165, sophomore standing and consent of instructor. Fundamental techniques of acting.

THR 234. (PED 234) Dance Techniques II (2) Prerequisite: THR 134 or PED 134 or consent of instructor. Basic dance technique at an intermediate level. Three studio hours per week. Accumulative credit limited to four semester hours.

THR 241. Painting and Properties Studio (1) Prerequisite: THR 110. Structured involvement in theatre production preparation and running in the areas of scenic painting, properties and set dressing. One lecture and three laboratory hours per week. Requires crew participation in UNCW University Theatre productions.

THR 242. Technical Production Studio (1) Prerequisite: THR 110. Structured involvement in theatre production preparation and implementation in the areas of scenic construction, lighting and sound installation. One lecture and three laboratory hours per week. Requires crew participation in UNCW University Theatre productions.

THR 243. Costume and Makeup Studio (1) Prerequisite: THR 110. Structured involvement in theatre production preparation and implementation in the areas of costume construction and makeup application. One lecture and three laboratory hours per week. Requires crew participation in UNCW University Theatre productions.

THR 270. (ENG 270) (FST 203) Introduction to Film Study (3) Introduction to film study, including analysis of cinematography, editing, composition, dialogue, genre, narrative and the rela-

tion of sound to image. Films drawn from various national cinemas, representing diverse styles, periods and genres. Three lecture and two screening hours each week.

THR 295. Topics in Theatre (3) Prerequisite: THR 165 or permission of instructor. A broad study of a topic within the theatre discipline, such as history of theatrical design, dramatic theory. Commedia dell Arte. Content will be geared to the student with a general understanding of theatre. May be repeated under a different subtitle.

THR 301. Movement for the Actor (3) Prerequisite: Theatre major or consent of instructor. Introduction to body work in acting.

THR 302. Voice for the Actor (3) Prerequisite: Theatre major or consent of instructor. Intensive study of the speaking vocal instrument for stage and screen.

THR 305. Scenic Design (3) Prerequisite: THR 165 or consent of instructor. An intermediate study of set design development and presentation. Topics include script interpretation; research methods; sketching and rendering; perspective techniques; drafting floor plans, elevations, and centerline sections; and model making.

THR 306. Lighting Design (3) Prerequisite: THR 165 or consent of instructor. Basic techniques of lighting design. Includes fundamentals of lighting production techniques and equipment, and the use of color. Requires participation in University Theatre productions.

THR 308. Costume Design (3) Prerequisite: THR 165 or consent of instructor. Principles of theatrical design applied to stage costume. Period play interpretation, figure drawing, color theory, and rendering techniques pursuant to developing an individual aesthetic and design style.

THR 310. Sound Technology (3) Prerequisite: THR 165. Basic techniques of sound design. Includes fundamentals of the use of stage sound reinforcement and computerized sound production.

THR 312. Scene Painting (3) Beginning exercises with materials and tools used to paint stage settings and backdrops. Demonstrations and projects in brush and non-brush techniques; layout; color mixing; and stencils. Practical projects include color blends; textures; brick and stone; interior and exterior woodwork, and marble. Requires involvement with University Theatre productions.

THR 316. (CRW 316) Playwriting I (3) Prerequisite: ENG 201. Analysis of one-act plays and their construction; the writing of an original one-act play required.

THR 321. Western Theatre History I (3) Prerequisite: THR 165 or permission instructor. Classical Greece through the Renaissance. Emphasis on theatrical production in its cultural contexts, including playwriting, acting, staging, architecture, and audiences.

THR 322. Western Theatre History II (3) Prerequisite: THR 165 or permission instructor. Development of theatre and drama from the seventeenth century to World War II. Emphasis on theatrical production in its cultural contexts, including playwriting, acting, staging, architecture, and audiences.

THR 332. Acting II: Intermediate (3) Prerequisite: THR 231 or consent of instructor. Continuation of Acting I with increased emphasis on individual growth, creative development, and scene study and performance. Four contact hours per week.

THR 333. Acting III: Advanced (3) Prerequisite: THR 332 or consent of instructor. Preparation for performance and individual character study for the advanced student of acting.

THR 335. (FST 335) Acting for the Camera (3) Prerequisites: THR 231 or THR 332 or permission of instructor. Explores acting techniques particular to the mediums of film and video.

THR 355. Directing I (3) Prerequisite: THR 305, 306, 308 or consent of instructor. Fundamental principles of directing with emphasis on one-act productions.

THR 365. (ENG 365) Studies in Drama (3) Prerequisite: Six hours of literature at the 200 level or above; THR 321 or THR 322; or consent of the instructor. A variety of plays representing tragedy, comedy, and modern forms. Works from a variety of periods, authors, and traditions with some attention to dramatic criticism. May be repeated once under a different subtitle.

THR 395. Advanced Studies in Theatre (3) Prerequisite: THR 165 or permission of instructor. In-depth study of a specific topic within the theatre discipline, such as advanced scene painting techniques, dramatic theory of a particular era, or advanced theatrical lighting. May be repeated once under a different subtitle.

THR 411. Three Dimensional Computer Modeling (3) Prerequisite: THR 211. A study of software to develop models of scene designs for the stage. Topics include shape and texture generation; light handling; rendering; scanning; and output.

THR 433. Acting IV: Period Styles of Acting (3) Prerequisites: THR 231, 232, 301, 302, and 333 and permission of instructor. Explores acting styles in various historical periods of the theatre, such as Greek, Commedia dell'Arte, Shakespearean and Neo-classical.

THR 445. (CRW 445) Playwriting II (3) Prerequisite: THR 316 (ENG 316) or permission of instructor. Advanced techniques of playwriting with an emphasis on full-length plays; the writing of an original full-length play.

THR 455. Directing II (3) Prerequisite: THR 355. Advanced techniques in the direction of plays for the stage.

THR 485. Senior Project (3) Every major may choose an area in theatre for a senior project. The proposal for planning and executing a public presentation in the chosen area must be submitted to the faculty of the Department of Art and Theatre for approval prior to the semester during which the project will be attempted.

THR 486. Senior Seminar: Performance (3) Prerequisite: Senior standing in theatre. A comprehensive assessment of the performance student's experience and study as a theatre major in preparation for continued study or employment. Preparation of portfolio and scenes.

THR 487. Senior Seminar: Design and Technology (3) Prerequisite: Senior standing in theatre. A comprehensive assessment and synthesis of the design/tech student's four-year experience as a theatre major in preparation for employment or continued study. Development of resumé and career goals strategy, organization and formatting of portfolio materials, presentation exercises, and a study of interview and workplace issues.

THR 491. Directed Individual Study (1-3) Prerequisite: Overall GPA of at least 2.00, junior or senior standing, and consent of instructor, department chair and dean. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue.

THR 495. Theatre Seminars (1-3) Consideration of special subjects not covered in regular course offerings. More than one topic may be taken for credit.

THR 498. Internship in Theatre (3 or 6) Prerequisite: Junior or senior standing, minimum 3.00 GPA in the major, and permission of chair. Academic training and practical field experience through a program of work and study within an agency and/or setting related to the student's principal area of interest. Faculty supervision and evaluation of all study and on-site activity. (A maximum of six credit hours may be applied toward the degree).

THR 499. Honors Work in Theatre (2-3) Prerequisite: Senior standing. Independent study for honors students.

For 292 and 492; 294 and 494 see explanation on p. 184, 104.

University Studies Course Descriptions

(General College)

UNI 101. Freshman Seminar (2) A seminar course designed to integrate freshmen into the university community. Explores faculty and student roles, goals of liberal arts learning, academic ethics, and application of effective strategies for time management, study skills, critical thinking, public speaking, electronic communication, and career selection. Emphasis on the development of a mentor relationship between instructor and students.

UNI 105. Learning Community Integrative Seminar (2) A seminar course designed to help first-year students develop critical thinking skills in relation to the common themes presented by the discipline-based course(s) in a Learning Community. Students will participate in guided discussions, enrichment activities, and practice applying college-level study skills to the material presented by the Learning Community.

Women's Studies Course Descriptions

(Interdepartmental)

WMS 210. Introduction to Women's Studies (3) An introduction to the study of women from an interdisciplinary perspective. Through readings, participation at extracurricular events, presentations, and other assignments, students will examine the status of women from a variety of historical, economic, cultural, and theoretical perspectives and trace the development of organized women's social movements. May be team-taught.

WMS 230 (FLL 230, FST 230) Women in Film (3) Survey and analysis of films by women filmmakers throughout the world. Diverse film styles, periods, and genres will be represented. Screening and discussion of cinematic works in their original language with English subtitles when needed.

WMS 491. Directed Independent Study (1-3) Prerequisite: Overall minimum GPA of 2.00, enrolled as WMS minor and consent of instructor, WMS coordinator and dean. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue. May not be repeated for credit.

WMS 495. Seminar in Women's Studies (3) Prerequisite: WMS 210 and 6 additional hours of courses in the WMS minor or permission of instructor. Intensive interdisciplinary study of a

topic or theme in women's studies, such as women and sports, women in art history, or feminist theory.

WMS 498. Internship in Women's Studies (3) Prerequisites: Junior or senior standing; minimum of 12 hours in women studies or consent of coordinator. Practical experience through a program of work and study within an agency or other setting related to the student's principal area of interest. Area of concentration, requirements, and means of evaluation to be defined in consultation with supervising faculty.

SPECIAL ACADEMIC CENTERS

CENTER FOR BUSINESS AND ECONOMICS SERVICES

(http://www.csb.uncw.edu/centers/index.stm)

The Center for Business and Economics Services in the Cameron School of Business at the University of North Carolina Wilmington is the business research/extension division in the business school. The center's staff provides research services, technical assistance in regional economic development, sponsors seminars and assist individuals in developing their managerial, technical and personal capabilities.

CENTER FOR MARINE SCIENCE

(http://www.uncw.edu/cmsr/)

The Center for Marine Science at the University of North Carolina Wilmington is dedicated to interdisciplinary approaches to questions in basic marine research. The mission of the center is to promote basic and applied research in the fields of oceanography, coastal and estuarine studies, marine biology, marine chemistry, marine geology, marine biotechnology and aquaculture. Faculty members conducting marine science research in the Departments of Biology and Marine Biology, Chemistry and Biochemistry, Earth Sciences and Physics and Physical Oceanography participate in this program. Center faculty serve on regional, national and international research and policy advisory groups and thereby contribute to the development of agendas on marine research in the United States and the world. International interactions with labs in Europe, North America, South America, Australia, New Zealand, Asia, Africa, Bermuda, the Bahamas and Caribbean, and all regions of the coastal United States augment extensive programs addressing North Carolina coastal issues. By integrating these advisory functions with research programs of the highest quality, CMS enhances the educational experience provided by the University of North Carolina Wilmington for both undergraduate and graduate students in marine science.

The Center for Marine Science occupies a research and education facility located six miles from the main campus on the Atlantic Intracoastal Waterway. The modern Marine Science Center at Myrtle Grove has a total of 75,000 square feet of net indoor space including: group meeting facilities for up to 150 individuals; fully equipped research laboratories, classrooms, and marine science laboratories; a greenhouse with running seawater; a radioisotope laboratory; computer workrooms, cold rooms, walk-in freezers; temperature controlled rooms; autoclave and media preparation room; darkroom; chemical storage and balance rooms; fireproof vault for data storage; clean room; central analytic facility; sample processing rooms; aquarium room with running seawater; indoor storage; outdoor storage; shower/locker facilities; and outdoor facility for tanks with running sea water. Core facilities include: harmful algal identification and toxicology; nutrient analysis; DNA sequencing; and NMR spectroscopy. A 900-foot pier with docking facilities for several coastal research vessels is in place on the Atlantic Intracoastal Waterway. The seawater system provides raw, filtered, and purified seawater at flow rates up to 600 liters/min; tank farm services; and aquarium room services. The location of the center provides easy access to regional marine environments such as: tidal marshes/mud flats/sand flats; tidal creeks; barrier islands and tidal inlets; the Atlantic Intracoastal Waterway; near shore marine environments; the Gulf Stream; hard bottom communities; sand dunes and maritime forests; and both highly developed and minimally developed estuarine environments. The center maintains 15 research vessels ranging in size from thirteen to sixty-five feet and specialized equipment including a Superphantom Remotely Operated Vehicle (ROV), an ocean environmental sample (SBE-CTD), and an ADCP current profiler.

The Center for Marine Science serves as host for: the NOAA sponsored National Undersea Research Center; an Extension Office for North Carolina Sea Grant; the Marine Mammal Stranding Network; the North Carolina National Estuarine Research Reserve; and UNCW's

Marine Quest Program, an extensive community outreach program for public schools and adult education.

SCIENCE AND MATHEMATICS EDUCATION CENTER

(http://www.uncw.edu/smec)

The Science and Mathematics Education Center (SMEC) at UNCW is a member of the University of North Carolina Mathematics and Science Education Network (NC-MSEN). The center is responsible for the identification, development, delivery, and evaluation of K-12 professional development programming in science and mathematics. The center applies the resources of UNC Wilmington to improve the teaching and learning of science and mathematics in the K-12 schools of Southeastern North Carolina. The center, working with faculty from the College of Arts and Sciences and the Watson School of Education, offers a wide range of professional development programs in the areas of mathematics, science and technology for in-service elementary-, middle-, and high- school teachers. Through center-sponsored seminars, workshops, and courses, teachers can renew licensure in science, mathematics, and technology.

SMEC includes Summer Ventures in Science and Mathematics (SVSM), a cost-free, state-funded program for academically talented high-school students who may pursue careers based in science and mathematics. The program brings rising juniors and seniors together in residential settings for four weeks of intensive study on a UNC system campus. University faculty and master high school teachers provide the instruction and support for individual student research projects.

Information concerning programs may be obtained by contacting the Science and Mathematics Education Center.

SMALL BUSINESS AND TECHNOLOGY DEVELOPMENT CENTER (SBTDC)

The Small Business and Technology Development Center is a business development service of The University of North Carolina system that provides management counseling and education services to small and mid-sized businesses in all of North Carolina's 100 counties. The SBTDC at UNCW provides services in New Hanover, Pender, Onslow, Duplin, Brunswick, Bladen and Columbus counties. The center helps established firms, high-growth companies and start-up businesses meet today's challenges, manage change, and plan for the future.

Services are well defined and are designed to meet clients' needs:

- Management Counseling – The center helps businesses with financing, marketing, human resources, operations, business planning, and feasibility assessment.
- Management Education Services – The SBTDC also provides targeted, research-based educational products that are focused on change management, strategic performance, and leadership development for management team, employees, and board members.
- In addition, it offers specialized market development assistance in:
  - government procurement
  - international export financing
  - marine trades services
  - technology development and commercialization.

For those thinking about starting a business, the SBTDC at UNCW offers a Pre-Venture Orientation (PVO) program on a regular basis. This two-hour class offers an excellent overview of the first steps in starting a business, obtaining financing and business planning. There is no fee to attend the program.

For more information, call the SBTCD at UNCW at (910) 962-3744 or visit our Web site at www.uncw.edu, search for SBTDC.

North Carolina Marine Trades Services

Marine Trades Services is a statewide North Carolina Program offering business assistance and counseling for the marine industry. No cost business assistance is offered to marinas, boat builders, repair services, marine construction firms, and boat dealers and includes help with regulatory and permitting issues, new business feasibility, finding sources of capital, marketing strategies, cash flow analysis, selling to municipal, state and federal agencies, international export, and new product/technology marketing. The program also serves as a new business development resource for the Department of Commerce.

FACULTY

Lewis J. Abrams, *associate professor of geology*, B.A., University of Colorado, Boulder; M.S., Ph.D., University of Rhode Island

Christofer L. Ackerman, *assistant professor of music*, B.M., The University of Arizona; M.M., Northwestern University

Lavonne J. Adams, *lecturer in creative writing*, B.A., M.A., M.F.A., University of North Carolina Wilmington

Mike S. Adams, *associate professor of criminal justice*, B.A., M.S., Ph.D., Mississippi State University

Virginia W. Adams, *professor of nursing*, B.S.N., Winston Salem State University; M.S.N., The University of North Carolina at Chapel Hill; Ph.D., The University of North Carolina at Greensboro

Gur Saran Adhar, *professor of computer science*, B.Sc., Agra University, India; M.B.A., Indian Institute of Management, Bangalore, India; M.S., Ph.D., University of Maryland

William F. Ainsley, Jr., *professor of geography*, A.B., M.A., The University of North Carolina at Chapel Hill; M.Div., Southeastern Baptist Theological Seminary; Ph.D., The University of North Carolina at Chapel Hill

A. Midori Albert, *associate professor of anthropology*, B.A., M.A., University of Florida; Ph.D., University of Colorado, Boulder

Nicole L. Alea, *assistant professor in psychology*, B.S., M.S., Ph.D., University of Florida

Moorad Alexanian, *professor of physics*, B.S., University of Rhode Island; M.S., Ph.D., Indiana University

David B. Allen, *lecturer in physical education*, B.S., M.S., Springfield College

Roberta P. Allred, *lecturer in nursing*, B.S.N., University of Illinois; M.S.N., Texas Woman's University

Paulo F. Almeida, *assistant professor of chemistry*, Licenciatura, University of Coimbra, Portugal; Ph.D., University of Virginia

Ferenc Altrichter, *associate professor of philosophy and religion*, B.A., B.S., M.A., M.S., Eotvos Lorand University of Budapest; Ph.D., Hungarian Academy of Sciences

Martha C. Andrews, *associate professor of management*, B.S., University of Florida; M.B.A, Ph.D., The Florida State University

James M. Applefield, *associate professor of education*, B.A., The University of North Carolina at Chapel Hill; M.A., Emory University; M.Ed., University of Georgia; Ph.D., Georgia State University

Robert T. Argenbright, *associate professor of geography*, B.A., M.A., Ph.D., University of California, Berkeley

Diana L. Ashe, *assistant professor of English*, B.A., Southwestern University; M.A., Ph.D., Texas A&M University

William D. Atwill, *associate professor of English*, B.A., University of South Florida; M.A., Florida Atlantic University; Ph.D., Duke University

G. Brooks Avery, Jr., *assistant professor of chemistry*, B.S., The University of North Carolina at Greensboro; M.S., University of North Carolina Wilmington; Ph.D., The University of North Carolina at Chapel Hill

Ravija Badarinathi, *professor of management science*, B.S., M.S., Allahabad University; Ph.D., University of Georgia

Daniel G. Baden. *professor of chemistry and biology*, B.A., Hamline University; Ph.D., University of Miami

J. Craig Bailey, *associate professor of biology*, B.S., University of North Carolina Wilmington; M.A., College of William and Mary; Ph.D., Louisiana State University

Thomas L. Baker, *professor of marketing*, B.B.A., M.P.A., University of Kentucky; Ph.D., Florida State University

Ashlee S. Balena, *lecturer in Spanish,* B.A., University of North Carolina Wilmington; M.A., The University of Alabama; M.A., The University of North Carolina at Greensboro

Timothy A. Ballard, *associate professor of biology*, B.A., Appalachian State University; Ph.D., Bowman Gray School of Medicine of Wake Forest University

Cathy L. Barlow, *professor of education*, B.A., Milligan College; M.A., Ball State University; Ed.D., University of Tulsa

Thomas J. Barth, *professor of political science,* B.A., University of Notre Dame; M.A., University of Chicago; Ph.D., Virginia Polytechnic Institute and State University

Pascale M. Barthe, *assistant professor of French*, Licence, Université de Toulouse-Le Mirail; M.A., Ph.D., University of Virginia

Melissa D. Bass, *lecturer in social work*, B.S.E., University of Central Arkansas; M.S.W., The University of North Carolina at Chapel Hill

H. Timothy Bass, *lecturer in creative writing*, B.A., The University of North Carolina at Chapel Hill; M.F.A., University of North Carolina Wilmington

Kathryn N. Batten, *lecturer and curriculum materials librarian,* B.A., University of North Carolina Wilmington; M.L.S., North Carolina Central University

Gregory A. Bechtel, *professor of nursing*, B.S., Valdosta State College; M.S., North Texas State University; M.P.H., University of South Carolina; Ph.D., Texas Woman's University

Lorna M. Bell-Kotwall, *assistant professor of nursing*, B.S.N., M.S.N., University of Alberta; Ph.D., The University of North Carolina at Chapel Hill

Michael M. Benedetti, *assistant professor of geography*, A.B., The University of Chicago; M.S., Ph.D., University of Wisconsin, Madison

Susannah J. Benedetti, *lecturer and digital resources and special formats cataloging librarian*, B.A., Southern Methodist University; M.L.I.S., University of Wisconsin-Madison

John P. Bennett, *professor of physical education*, A.B., The College of William and Mary; M.Ed., Virginia Commonwealth University; Ed.D., Northern Illinois University

Kathleen O. Benzaquin, *lecturer in education*, B.F.A., M.Ed., Alfred University

Herbert Berg, *associate professor of philosophy and religion*, BMATH, B.A., University of Waterloo, Ontario; M.A., Ph.D., University of Toronto, Ontario

Anne R. Berkeley, *assistant professor of theatre*, B.A., Colorado College; M.A., New York University; Ph.D., University of Maryland

Kathleen C. Berkeley, *professor of history*, B.A., M.A., Ph.D., University of California, Los Angeles

Todd M. Berliner, *associate professor of film studies,* B.A., M.A., Ph.D., University of California, Berkeley

David R. Berman, *professor of computer science*, B.A., University of Texas at Austin; M.A., University of California, Berkeley; Ph.D., University of Texas at Austin

Jessica N. Berry, *assistant professor of philosophy and religion,* B.A., University of Puget Sound; Ph.D., University of Texas at Austin

Frederick M. Bingham, *associate professor of physics*, B.A., Oberlin College; Ph.D., University of California, San Diego

Timothy C. Black, *associate professor of physics*, B.A., Mundelein College, Chicago; B.S., Trinity College; Ph.D., The University of North Carolina at Chapel Hill

David E. Blake, *associate professor of geology*, B.S., The University of North Carolina at Chapel Hill; M.S., North Carolina State University; Ph.D., Washington State University

James E. Blum, *assistant professor of mathematics and statistics*, B.A., The University of Michigan; M.S., Ph.D., Oklahoma State University

Robert G. Blundo, *professor of social work*, B.A., Emory University; M.S.W., Adelphi University; Ph.D., University of Maryland at Baltimore

William R. Bobbitt, *assistant professor of communication studies*, B.A., M.A., University of South Florida; Ph.D., Bowling Green State University

William J. Bolduc, *associate professor of communication studies*, B.S., M.B.A., Miami University, Ohio; Ph.D., Florida State University

David M. Bollinger, *lecturer in communication studies,* B.A., University of North Carolina Wilmington; M.A., The University of North Carolina at Greensboro

Perri J. Bomar, *professor of nursing*, B.S.N., University of Akron; M.S.N., Case Western Reserve University; Ph.D., University of Akron

Madeleine Y. Bombeld, *lecturer and assistant university librarian*, B.A., M.Ed., M.L.S., The University of North Carolina at Greensboro

Frank J. Bongiorno, *professor of music*, B.M., Ithaca College; M.M., North Texas State University; D.M., Indiana University

Edward L. Boone, *assistant professor of mathematics and statistics*, B.S., Bowling Green State University; M.S., Miami University, Oxford, Ohio; M.S., Ph.D., Virginia Polytechnic Institute and State University

Mark E. Boren, *assistant professor of English*, B.A., University of Florida; M.F.A., State University of New York at Buffalo; Ph.D., University of Georgia

Andrea J. Bourdelais, *research assistant professor in the Center for Marine Science*, B.A., University of Vermont; M.A., University of North Carolina Wilmington; Ph.D., Washington State University

Deborah E. Bowen, *lecturer in social work*, B.A., University of North Carolina Wilmington; M.S.W., East Carolina University

Robert W. Boyce, *assistant professor of exercise science*, B.A., Erskine College; M.A., Appalachian State University; Ph.D., Florida State University

Ralph L. Bradley II, *lecturer in computer science*, B.A., Syracuse University; M.B.A., University of Connecticut; M.I.M., Washington University

Barbara A. Brannon, *lecturer in creative writing,* B.A., Georgia College; M.A., Ph.D., University of South Carolina

Wendy M. Brenner, *associate professor of creative writing,* B.A., Oberlin College; M.F.A., University of Florida

Steven W. Brewer, *assistant professor of biology,* A.B., Duke University; M.S., University of Michigan; Ph.D., University of California, Davis

Anita R. Brown, *lecturer in education*, B.A., M.Ed., M.S.A., University of North Carolina Wilmington

Eileen G. Brown, *assistant professor and assistant university librarian*, A.B., University of Massachusetts at Amherst; M.L.I.S., Catholic University of America

James W. Brown, *lecturer in athletic training*, B.A., University of North Carolina Wilmington; M.S., Old Dominion University

Jeffrey L. Brown, *professor of mathematics and statistics*, B.S., M.A., Ph.D., University of Georgia

Kirk W. Brown, *assistant professor of athletic training,* B.S., Seattle Pacific University; M.S., Ohio University; Ph.D., Virginia Tech University

Katherine E. Bruce, *professor of psychology*, B.A., Rhodes College; M.S., M.A., Ph.D., University of Georgia

Deborah A. Brunson, *associate professor of communication studies*, B.S., Howard University; M.S., University of Southwestern Louisiana; Ph.D., Florida State University

Robert B. Buerger, *professor of environmental studies*, B.S., Colorado State University; M.S., University of Kentucky; Ph.D., State University of New York, College of Environmental Science and Forestry, Syracuse

Tammala A. Bulger, *lecturer in communication studies*, B.A., M.A., University of Virginia

Susan Bullers, *associate professor of sociology*, B.A., M.A., University of Colorado-Denver; Ph.D., State University of New York at Buffalo

Theodore W. Burgh, *assistant professor of philosophy and religion*, B.A., Hampton University; M.A., Howard University; M.A., Ph.D., University of Arizona

Robert T. Burrus, *associate professor of economics*, B.S., Wake Forest University; M.A., Ph.D., University of Virginia

Raymond L. Burt, *professor of German*, B.A., North Carolina State University; M.A., Middlebury College, Vermont; Ph.D., University of California, Los Angeles

Donald E. Bushman, *associate professor of English*, B.S., M.A., Illinois State University; Ph.D., University of Tennessee, Knoxville

Louis F. Buttino, *professor of film studies*, B.A., Colgate University; M.A., University of Miami; M.A., Colgate Rochester Divinity School; Ph.D., Syracuse University

Eleanor Byington, *associate professor of English*, B.A., University of California; M.S., Ph.D., University of Michigan

Lawrence B. Cahoon, *professor of biology*, B.S., Washington and Lee University; Ph.D., Duke University

Maria A. Cami-Vela, *associate professor of Spanish*, B.A., M.A., Ph.D., University of Florida

Monica L. Campbell, *assistant professor of education*, B.A., M.Ed., Ph.D., The University of North Carolina at Charlotte

Cem Canel, *professor of production/operations management*, B.S., Istanbul State Academy; M.S.I.E., M.B.A., Ph.D., University of Houston

Frank W. Capra, Jr., *distinguished visiting professor of film studies*, B.A., Pomona College; Doctor of Fine Arts, *honoris causa*, University of North Carolina Wilmington

Edward J. Caropreso, *associate professor of education*, B.A., The University of North Carolina at Chapel Hill; M.A., Ph.D., University of Georgia

Denis G. Carter, *associate professor of economics*, A.B., Boston College; Ph.D., University of Florida

Gregory T. Chandler, *assistant professor of biology*, B.Sc., Ph.D., The Australian National University

Karen R. Chandler, *lecturer in education*, B.A., Grinnell College; M.S., Southern Connecticut State University

Yaw O. Chang, *associate professor of mathematics and statistics*, B.S., National Chaio-Tung University, Taiwan; M.S.E., Ph.D., The Johns Hopkins University

Frank L. Chapman, *lecturer in physical education*, B.S., M.S., Florida State University

Sue-Jen Chen, *assistant professor of education*, B.A., National Taiwan Academy of Arts; M.S., North Texas State University; Ph.D., Florida State University

Yixin Chen, *associate professor of history*, B.A., Anhui Normal University; M.A., Nanjing University; M.A., Ph.D., Washington University

Jennifer A. Chin, *lecturer in communication studies*, B.A., M.A., English, Virginia Polytechnic Institute and State University

Cara N. Cilano, *assistant professor of English*, B.A., M.A., St. Bonaventure University; Ph.D., Duquesne University

Cetin Ciner, *assistant professor of finance*, B.A., Bogazici University (Turkey); Ph.D. Louisiana State University

Andrew F. Clark, *professor of history*, B.A., Columbia University; M.A., Ohio University; Ph.D., Michigan State University

Lawrence S. Clark, *professor of business law*, B.A., Knox College; J.D., The John Marshall Law School; L.L.M., DePaul University School of Law

Ileana E. Clavijo, *associate professor of biology*, B.S., Barry University; M.S., Florida Atlantic University; Ph.D., University of Puerto Rico

W. James Cleary, *professor of geology*, A.B., Southern Illinois University; M.A., Duke University; Ph.D., University of South Carolina

Caroline M. Clements, *associate professor of psychology*, B.A., M.S., Ph.D., Northwestern University

John P. Clifford, *professor of English*, B.A., St. Francis College; M.A., Ph.D., New York University

Sue Ann Cody, *associate professor and associate university librarian for public services*, B.S., Ball State University; M.L.S., Indiana University; M.A., University of North Carolina Wilmington

Dale J. Cohen, *professor of psychology*, B.A., B.F.A., Alfred University; M.A., Ph.D., University of Virginia

Edna N. Collins, *associate professor of education*, B.A., The University of North Carolina at Chapel Hill; M.A., The Ohio State University; M.S., Ph.D., The University of North Carolina at Greensboro

Clarice S. Combs, *associate professor of physical education*, B.S., University of Wisconsin-Oshkosh; M.A., Ph.D., The Ohio State University

Patricia A. Comeaux, *professor of communication studies*, B.A., University of Southwestern Louisiana; M.A., University of Arkansas; Ph.D., Southern Illinois University

William S. Compton, *associate professor of finance*, B.S., State University New York College, Buffalo; M.B.A., Ph.D., Florida State University

Ann L. Conner, *professor of art*, B.A., Salem College; Special Studies in Art, Salem-Hofstra University, Asolo, Italy; M.A.C.T., M.F.A., The University of North Carolina at Chapel Hill

Walter H. Conser, Jr., *professor of philosophy and religion and professor of history*, B.A., University of California, Irvine; M.A., Ph.D., Brown University

William J. Cooper, *professor of chemistry*, B.S., Allegheny College; M.S., Pennsylvania State University; Ph.D., University of Miami

Eleanor K. Covan, *professor of sociology*, A.B., M.A., Temple University; Ph.D., University of California, San Francisco

Mark D. Cox, *professor of creative writing*, B.A., DePauw University; M.F.A., Vermont College

Robert H. Cutting, *assistant professor of environmental studies*, A.B., University of California at Santa Barbara; J.D., University of California at Davis

Karen A. Daniels, *assistant professor of psychology*, B.S., University of Toronto at Scarborough; M.S., Ph.D., Georgia Institute of Technology

MaryAnn Davies, *professor of education*, B.A., University of Illinois; M.A., Ed.D., Virginia Polytechnic Institute and State University

Brian F. Davis, *professor of physics*, B.S., Bowling Green State University; Ph.D., North Carolina State University

Andrea Deagon, *associate professor of classics*, B.A., Guilford College; Ph.D., Duke University

Karin M. Deck, *associate professor of mathematics and statistics*, B.S., Lewis & Clark College; M.S., Ph.D., University of Oregon

Darwin Dennison, *professor of health education*, B.S., East Stroudsburg University; M.S., State University of New York at Cortland; Ed.D., West Virginia University

Jeanne F. Denny, *lecturer in social work*, B.A., Baldwin-Wallace College; M.S.W., The University of North Carolina at Chapel Hill

Rosemary DePaolo, *professor of English*, B.A., Queens College; M.A., Ph.D., Rutgers University

Jeremy G. Dickerson, *lecturer in education*, B.A., M.Ed., University of North Carolina Wilmington

Richard M. Dillaman, *professor of biology*, B.A., University of Virginia; Ph.D., University of South Carolina

Denise M. DiPuccio, *professor of Spanish*, B.A., Ohio University; M.A., Ph.D., University of Kansas

Richard D. Dixon,* *professor of sociology*, B.A., University of Connecticut; M.A., Marshall University; Ph.D., Emory University

Thomas J. Dixon, Jr., *lecturer in education*, B.S., M.Ed., University of Virginia

Milan J. Dluhy, *professor of political science*, B.A., University of Illinois; M.A., Southern Illinois University; Ph.D., University of Michigan

James A. Dockal, *professor of geology*, B.S., M.S., Iowa State University; Ph.D., University of Iowa

Diane M.B. Dodd, *assistant professor of biology*, B.A., Agnes Scott College; M.S., M.Phil., Ph.D., Yale University

Deborah A. Dowd, *associate professor of physical education*, B.A., Glassboro State College; M.S., Arizona State University; Ed.D., University of Georgia

Christopher F. Dumas, *associate professor of economics*, B.S., North Carolina State University; M.S., Ph.D., University of California, Berkeley

Michael J. Durako, *professor of biology*, B.S., Florida Atlantic University; M.A., Ph.D., University of South Florida

Steven I. Dworkin, *professor of psychology*, B.S., University of Maryland; M.S., Ph.D., University of Florida

Charles L. Earney, *assistant professor of accountancy*, B.B.A., M.B.A., University of Wisconsin-Madison; CPA

Clyde C. Edgerton, *professor of creative writing*, B.A., M.A.T., Ph.D., The University of North Carolina at Chapel Hill

Fara M. Elikai, *associate professor of accountancy*, B.S., The Institute of Advanced Accounting-Tehran; M.S., University of Kansas; Ph.D., University of Oklahoma

Betty Jo Ellender, *lecturer in nursing*, B.S.N., M.S.N., The University of North Carolina at Charlotte

Janet M. Ellerby, *professor of English*, B.S., University of Oregon, Eugene; M.A., California State University, Northridge; Ph.D., University of Washington

Marc R. Ellington, *lecturer in physical education*, B.S., M.Ed., Springfield College

Steven D. Emslie, *professor of biology*, B.A., M.A., University of Colorado; M.S., Northern Arizona University; Ph.D., University of Florida

C. Steven Errante, *associate professor of music*, B.M., M.A., University of Michigan; D.M.A., The Julliard School

Jeffrey G. Ertzberger, *lecturer in education*, B.S., The University of North Carolina at Greensboro; M.A., Pepperdine University

Elizabeth E. Ervin, *associate professor of English*, B.A., University of Nebraska at Kearney; M.A., Texas Christian University; Ph.D., University of Arizona

T. David Evans, *professor of criminal justice*, B.A., M.A., Bowling Green State University; Ph.D., University of Cincinnati

Pamela S. Evers, *associate professor of business law*, B.S., Kansas State University; M.B.A., Emory University; L.L.M., Lewis and Clark College; J.D., Southern Methodist University

W. Taylor Fain, *assistant professor history*, B.A., University of Virginia; M.S., Georgetown University; Ph.D., University of Virginia

Paris A. Faison, *lecturer in mathematics and statistics*, B.S., M.S., University of North Carolina Wilmington

Allen J. Farfour, *lecturer in physical education*, B.S., M.E.D., East Carolina University

Joseph A. Farinella, *associate professor of finance*, B.S., Illinois State University; M.B.A., DePaul University; Ph.D., University of South Carolina; CFA

Claude H. Farrell, III, *professor of economics*, B.S., M.E., Ph.D., North Carolina State University

Gary L. Faulkner, *professor of sociology*, B.A., M.A., Ball State University; Ph.D., University of Georgia

Joseph R. Feinberg, *assistant professor of education*, B.A., The University of North Carolina at Chapel Hill; M.A., Ed.S., Ph.D., The University of Georgia

Regina R. Felix, *assistant professor of Portuguese*, Bacharelado, Universidade de Sao Paulo, Brasil; A.M., Ph.D., University of Illinois at Urbana-Champaign

Wei Feng, *professor of mathematics and statistics*, B.S., Huazhong University of Science and Technology, China; Ph.D., North Carolina State University

Clayton S. Ferner, *associate professor of computer science*, B.S., Wake Forest University; M.S., Ph.D., University of Denver

Marni J. Ferner, *lecturer in computer science*, B.S., University of Colorado; M.S., University of Denver

Christopher D. Field, *lecturer and public services librarian*, B.A., M.A., Geneva College; M.L.S., University of Pittsburgh

John C. Fischetti, *professor of education*, B.A., University of Virginia; Ed.D., University of Massachusetts at Amherst

Terry S. Fleck, *lecturer in mathematics and statistics*, B.S., University of North Carolina Wilmington; M.A.T., The University of North Carolina at Chapel Hill

Sandra K. Flynn, *assistant professor of nursing and assistant professor of social work*, B.G.S., M.S.W., Radford University; Ph.D., The University of Alabama

Chris E. Fonvielle, *assistant professor of history*, B.A., University of North Carolina Wilmington; M.A., East Carolina University; Ph.D., The University of South Carolina

Kathy R. Fox, *assistant professor of education*, B.S., The University of North Carolina at Greensboro; M.A., California State University; Ph.D., University of California, Santa Barbara

Arthur J. Frankel, *professor of social work*, B.S., University of Illinois-Champaign, M.S.W., Ph.D., University of Michigan-Ann Arbor

Michael A. Freeze II, *associate professor of mathematics and statistics*, B.S., North Carolina State University; Ph.D., The University of North Carolina at Chapel Hill

Dargan Frierson, Jr., *professor of mathematics and statistics*, B.A., M.A., The University of North Carolina at Greensboro; Ph.D., University of Arizona

R. Peter Fritzler, *lecturer and science librarian*, B.A., Virginia Wesleyan College; M.S., University of Tennessee, Knoxville

Philip Furia, *professor of creative writing*, B.A., Oberlin College, Ohio; M.A., University of Chicago; M.F.A., Ph.D., University of Iowa

Donald E. Furst, *professor of art*, B.A., M.A., M.F.A., University of Iowa

Craig S. Galbraith, *professor of management*, B.A., M.S., San Diego State University; Ph.D., Purdue University

J. Mark Galizio, *professor of psychology*, B.A., Kent State University; M.S., Ph.D., University of Wisconsin-Milwaukee

Douglas W. Gamble, *assistant professor of geography*, B.A., Miami University; M.A., Ph.D., University of Georgia

Liping Q. Gan, *assistant professor of physics*, B.S., M.S., Beijing University; Ph.D., University of Manitoba

John M. Garris, *associate professor of production/operations management*, B.A., The University of North Carolina at Chapel Hill; M.S., Ph.D., Clemson University

Candace C. Gauthier, *professor of philosophy and religion*, B.A., State University of New York at Oswego; M.S., State University of New York at Potsdam; M.A., Ph.D., The University of North Carolina at Chapel Hill

Philip Gerard, *professor of creative writing*, B.A., University of Delaware; M.F.A., University of Arizona

David M. Gessner, *assistant professor of creative writing*, B.A., Harvard College; M.A., University of Colorado, Boulder

S. David Gill, *associate professor of education*, B.A., University of Tennessee, Knoxville; M.Ed., University of Tennessee, Chattanooga; Ed.D., University of Tennessee, Knoxville

Bettie J. Glenn, *associate professor of nursing*, B.S.N., Winston Salem State University; M.S.N., University of California at San Francisco; Ed.D., University of South Carolina at Columbia

David J. Glew, *assistant professor of management*, B.S., M.O.B., Brigham Young University; Ph.D., Texas A&M University

Thomas F. Glynn, *assistant professor of theatre*, B.A., University of Massachusetts, Amherst; M.A., Emerson College; M.F.A., University of California, San Diego

Christopher Gould, *professor of English*, B.A., University of Virginia; M.A., Ph.D., University of South Carolina

Kathleen J. Gould, *lecturer in English*, B.A., M.Ed., Southwestern Oklahoma State University

J. Arthur Gowan, Jr., *associate professor of management information systems*, B.A., M.B.A., Samford University; Ph.D., Clemson University

J. Edward Graham, *associate professor of finance*, B.S., Washington and Lee University; M.B.A., University of North Florida; Ph.D., University of South Carolina

Aimee C. Greene, *lecturer in education*, B.A., M.S., University of North Carolina Wilmington

Nancy R. Grindlay, *professor of geology*, B.A., Dartmouth College; Ph.D., University of Rhode Island

Curry I. Guinn, *assistant professor of computer science*, B.S., Virginia Polytechnic Institute and State; M.S., Ph.D., Duke University

Warren W. Gulko, *visiting assistant professor of management science*, B.A., San Diego State University; M.A., Ph.D., University of Minnesota

Daniel X. Guo, *assistant professor of mathematics and statistics*, B.A., M.A., Wuhan University; M.A., Ph.D., Indiana University

Kenneth R. Gurganus, *assistant professor of mathematics and statistics*, B.S., M.S., Ph.D., The University of North Carolina at Chapel Hill

William H. Gwinn, *assistant professor of management information systems*, B.A., Sacramento State College; M.S., U.S. Naval Postgraduate School; Ph.D., Texas Tech University

Don A. Habibi, *professor of philosophy and religion*, B.A., University of California, Los Angeles; M.A., Ph.D., Cornell University

Frederick M. Hackler, *lecturer in film studies*, B.A., University of North Carolina Wilmington

Courtney T. Hackney, *professor of biology*, B.S., University of South Alabama; M.S., Emory University; Ph.D., Mississippi State University

Neil F. Hadley, *professor of biology*, B.A., Eastern Michigan University; Ph.D, University of Colorado

Rodney D. Hagley, *lecturer in biology*, B.S., M.S., Ph.D., Marshall University

Robert L. Hakan, *associate professor of psychology*, B.A., University of North Carolina Wilmington; M.A., Ph.D., The University of Wyoming

Christopher J. Halkides, *associate professor of chemistry*, A.B., Wabash College; Ph.D., University of Wisconsin

Jack C. Hall, *professor of environmental studies*, B.S., Grand Valley State College; M.S., The University of North Carolina at Chapel Hill; Ph.D., The Ohio State University

W. Woodward Hall, Jr., *professor of economics*, B.A., Presbyterian College; M.S., Ph.D., Clemson University

Joanne N. Halls, *associate professor of geographic information systems*, B.S., University of Denver; M.S., Ph.D., University of South Carolina

Robert D. Hancock, *Will S. DeLoach Distinguished Professor of Chemistry*, B.Sc., B.Sc., Rhodes University; Ph.D., University of Cape Town; D.Sc., University of the Witwatersrand

Arlene A. Hanerfeld, *associate professor and associate university librarian for technical and collection services*, B.S., The University of North Carolina at Greensboro; M.S.L.S., The University of North Carolina at Chapel Hill

Randall K. Hanson, *professor of business law*, B.S., B.A., J.D., University of North Dakota; L.L.M., Southern Methodist University

Tracy Y. Hargrove, *associate professor of education*, B.A., M.Ed., University of North Carolina Wilmington; Ph.D., The University of North Carolina at Chapel Hill

Stephen C. Harper, *Progress Energy/Betty Cameron Distinguished Professor of Entrepreneurship*, B.B.A., University of New Mexico; M.B.A., University of Arizona; Ph.D., Arizona State University

Glen A. Harris, *assistant professor of history*, B.A., M.A., North Carolina Central University; Ph.D., Florida State University

William B. Harris, *professor of geology*, B.S., Campbell College; MS., West Virginia University; Ph.D., The University of North Carolina at Chapel Hill

Andrew E. Hayes, *associate professor of education*, B.S., M.A., Louisiana Polytechnic Institute; Ed.D., University of Georgia

Hathia A. Hayes, *associate professor of education*, B.S., M.S., Louisiana Polytechnic Institute; Ed.D., University of Georgia

Sherman L. Hayes, *lecturer in accountancy and business law and university librarian*, B.A., University of Iowa; M.L.S., Indiana University; M.B.A., Western Michigan University; M.S., Bentley College

Eric J. Henry, *assistant professor of geology*, B.S., M.S., University of New Mexico; Ph.D., University of Arizona

Russell L. Herman, *associate professor of mathematics and statistics*, B.A., Empire State College; M.A., Temple University; M.S., Ph.D., Clarkson University

James H. Herstine, *assistant professor of parks and recreation management*, B.A., Wake Forest University; M.A., University of Southern California; M.S., The University of North Carolina at Chapel Hill; Ph.D., North Carolina State University

Joe E. Hickman, *professor of music*, B.M., West Virginia University; M.M., D.M., Indiana University

Jeffery M. Hill, *associate professor of environmental studies*, B.A., M.A., M.S., Ed.S., Re.D., Indiana University

Roger P. Hill, *professor of economics and finance*, B.S., North Carolina State University; M.S., Oklahoma State University; Ph.D., Michigan State University; post-doctoral study, The University of North Carolina at Chapel Hill

M. Elizabeth Hines, *associate professor of geography*, B.A., The University of North Carolina at Greensboro; M.A., University of Kansas; Ph.D., Louisiana State University

Joyce T. Hollingsworth, *lecturer in English*, B.A., M.A., University of North Carolina Wilmington; Ph.D., The University of North Carolina at Greensboro

Barbara A. Honchell, *assistant professor of education*, B.S., Ball State University; M.S., Indiana University; Ed.S., Central Michigan University, Mount Pleasant; Ph.D., The University of North Carolina at Chapel Hill

Larry Honeycutt, *lecturer in physical education*, B.A., University of North Carolina Wilmington; M.A.T., The University of North Carolina at Chapel Hill

Marguerite Hopkins, *lecturer in nursing*, B.S.N., M.S.N, State University of New York at Stony Brook

Jennifer E. Horan, *lecturer in political science*, B.A., University of Missouri, St. Louis; M.A., University of New Orleans

Paul E. Hosier, *professor of biology*, B.S., New York State University, New Paltz; M.A., University of Massachusetts; Ph.D., Duke University

L. Vincent Howe, Jr., *associate professor of marketing*, B.S., M.B.A., Ph.D., University of Georgia

Kristin K. Howell, *associate professor of economics*, B.A., The University of North Carolina at Chapel Hill; M.B.A., The University of North Carolina at Greensboro; Ph.D., University of Kentucky

Richard A. Huber, *professor of education*, B.A., Wartburg College; M.S., Ph.D., University of Iowa

Thomas C. Hudson, *assistant professor of computer science*, B.S., University of California, San Diego; M.S., Ph.D., The University of North Carolina at Chapel Hill

Anne E. Hungerford, *assistant professor of psychology*, B.A., Kenyon College, M.S., Ph.D., University of Pittsburgh

James B. Hunt, *professor of marketing*, B.S., High Point College; M.B.A., Vanderbilt University; Ph.D., Florida State University

Tammy G. Hunt, *professor of management*, B.S., High Point College; M.B.A., Middle Tennessee State University; Ph.D., Florida State University

Lu Ellen Huntley, *associate professor of English*; B.A., North Carolina State University; M.A., Middlebury College; Ed.D., North Carolina State University

John R. Huntsman, *associate professor of geology*, B.S., Mount Union College; M.A., Ph.D., Bryn Mawr College

Donna E. Hurdle, *associate professor of social work*, B.A., Susquehanna University; M.S.W., University of Maryland; Ph.D., University of South Carolina

Agnes Ille, *lecturer in Spanish*, B.A., Montclair College; M.A., University of South Carolina

Mark T. Imperial, *assistant professor of political science*, B.A., University of Miami; M.A., University of Rhode Island; Ph.D., Indiana University

Edward C. Irvine, *assistant professor of art*, B.F.A., The University of North Carolina at Chapel Hill; M.P.D., North Carolina State University

Darrell D. Irwin, Jr., *associate professor of criminal justice*, B.A., University of Florida; M.A., Ph.D., Loyola University of Chicago

Daniel M. Ivancevich, *professor of accountancy*, B.A., Baylor University; Ph.D., Texas A&M University

Susan H. Ivancevich, *associate professor of accountancy*, B.B.A., University of Georgia; Ph.D, Texas A&M University

Lee Anderson Jackson, Jr., *professor of psychology*, B.A., Hampden-Sydney College; M.A., Ph.D., University of Florida

Thomas N. Janicki, *associate professor of management Information systems*, B.S., Carnegie Mellon University; M.B.A., University of Pittsburgh; Ph.D., Kent State University

Miguel A. Jimenez, *lecturer in Spanish*, B.A., M.A., University of Granada

Melinda Johansson, *lecturer in Spanish*, B.A., Oberlin College; M.A., University of Alabama at Birmingham

Daniel C. Johnson, *assistant professor of music*, B.A., Emory University; M.M., St. Louis Conservatory of Music; Ph.D., The University of Arizona

Danny E. Johnson, *associate professor of therapeutic recreation*, B.S., Morningside College; M.Ed., Memphis State University; Ph.D, The University of North Carolina at Chapel Hill

James D. Johnson, *professor of psychology*, B.A., North Carolina Agricultural & Technical State University; Ph.D., Indiana University

W. Lee Johnston, *professor of political science*, B.A., The University of North Carolina at Chapel Hill; M.S., Ph.D., University of Maryland

Lloyd P. Jones, *associate professor of political science*, B.A., Southern Illinois University; M.S., Northeastern University; Ph.D., Northern Illinois University

Lucian C. Jones, *lecturer in business law*, B.A., Davidson College; J.D., Columbia University School of Law

S. Bart Jones, *associate professor of chemistry*, B.S., Davidson College; Ph.D., West Virginia University

Scott D. Juall, *assistant professor of French*, B.S., B.A., Michigan State University; M.A., Ph.D., University of Colorado at Boulder

Paula K. Kamenish, *associate professor of English*, B.A., Centre College of Kentucky; M.A., Ph.D., The University of North Carolina at Chapel Hill

Yoko Kano, *lecturer in Japanese*, B.A., Kansai University, Japan; M.S., Iona College

Karen L. Kanoy, *lecturer in nursing*, B.S.N., The University of North Carolina at Charlotte; M.S.N., The University of North Carolina at Chapel Hill

Donald F. Kapraun, *professor of biology*, B.S., Eastern Illinois University; Ph.D., University of Texas at Austin

John K. Karlof, *professor of mathematics and statistics*, B.A., State University of New York at Oswego; M.A., Ph.D., University of Colorado; M.S., State University of New York at Stony Brook

Subramanyam Kasala, *professor of mathematics and statistics*, B.Sc., M.Sc., S.V., University, Tirupati, India; Ph.D., Indian Statistical Institute, Calcutta, India

J. Elizabeth Kaylor, *lecturer and coordinator of outreach services,* B.A., M.S.A., The University of North Carolina Wilmington; M.L.S., North Carolina Central University

Robert J. Keating, *associate professor of management*, B.S., M.B.A., Southern Illinois University; D.B.A., Kent State University

Julian R. Keith, *professor of psychology*, B.A., University of North Carolina Wilmington; M.A., Ph.D., University of Colorado

Patricia H. Kelley, *professor of geology*, B.A., College of Wooster; A.M., Ph.D., Harvard University

Rebecca L. Kemp, *lecturer and electronic resources/serials librarian*, B.A., Princeton University; M.S.L.S., University of North Carolina at Chapel Hill

Jeanne K. Kemppainen, *associate professor of nursing*, B.S.N., Wayne State University; M.S.N., East Carolina University; Ph.D., University of California, San Francisco

Hengemeh Kermani, *associate professor of education*, B.A., M.A., Ph.D., University of California, Santa Barbara

Cecilia B. Kieber, *lecturer in chemistry*, B.S., Rutgers University; M.S., The American University

Robert J. Kieber, Jr., *professor of chemistry*, B.S., Cook College, Rutgers University; Ph.D., University of Maryland

Yeoun Soo Kim-Godwin, *assistant professor of nursing*, B.S., Seoul National University; M.A., Asian Center for Theological Seminary; M.P.H., Yonsei University; M.N., Ph.D., University of South Carolina

Donna Lee King, *associate professor of sociology*, B.A., State University of New York at New Paltz; M.A., West Georgia College; Ph.D., City University of New York, Graduate Center

Nancy A. King, *assistant professor of music*, B.M., University of Western Ontario; M.M., Boston University

Walter B. (Terry) Kinney, *professor of therapeutic recreation,* B.S.E., State University of New York College at Cortland; M.S., University of Illinois; Ph.D., New York University

Stephen T. Kinsey, *associate professor of biology,* B.S., Old Dominion University; M.S., University of South Florida; Ph.D., Florida State University

Amy H. Kirschke, *assistant professor of art,* B.A., Loyola University; M.B., Ph.D., Tulane University.

Joseph M. Kishton, *professor of psychology*, B.S., M.A., Ph.D., The Ohio State University

Remonda B. Kleinberg, *associate professor of political science*, B.A., York University; M.A., University of Waterloo; Ph.D, University of Toronto

Douglas M. Kline, *associate professor of information systems*, B.S., M.B.A., Ph.D., Kent State University

Kevin S. Knight, *lecturer in English*, B.A., The University of North Carolina at Chapel Hill; M.A., The University of North Carolina at Charlotte

Heather N. Koopman, *assistant professor of biology*, B.Sc., M. Sc.,University of Guelph, Guelph, Ontario, Canada; Ph.D., Duke University

Martin A. Kozloff, *Donald R. Watson Distinguished Professor of Education*, A.B., A.M., Ph.D., Washington University

Dennis S. Kubasko, Jr., *assistant professor of education*, B.S., M.Ed., Pennsylvania State University; Ph.D., The University of North Carolina at Chapel Hill

RuthAnne Kuiper, *assistant professor of nursing*, B.S.N., The University of the State of New York; M.S.N., University of California, Los Angeles; Ph.D., University of South Carolina

Melody K. Kyzer, *assistant professor of health education*, B.S., M.S., Winthrop University; Ph.D., The University of South Carolina

Randy L. LaGrange, *professor of criminal justice*, B.S., M.A., University of Toledo; Ph.D., Rutgers University

C. Sue Lamb, *professor of psychology*, B.A., M.S.W., The University of North Carolina at Chapel Hill; Ph.D., University of Iowa

Mark C. Lammers, *assistant professor of mathematics and statistics*, B.S., Southwest Missouri State University; M.A., Ph.D., The University of Missouri

Richard D. Lancaster, *lecturer in chemistry*, B.A., M.S., University of North Carolina Wilmington

Harold L. Langfur, *associate professor of history*, A.B., Harvard College; M.A., Ph.D., University of Texas

Thomas E. Lankford, Jr., *assistant professor of biology*, B.S., University of North Carolina Wilmington; M.S., Ph.D., The University of Delaware

Louis J. LaNunziata, Jr., *associate professor of education*, B.S., East Stroudsburg University; M.Ed., Bloomsburg University; Ph.D., The Ohio State University

Pierre J. Lapaire, *professor of French*, B.A., M.A., University of Perpignan, France; M.A., Ph.D., The University of North Carolina at Chapel Hill

Randy Lattimore, *assistant professor of mathematics and statistics*, B.S., Savannah State University; M.A., Ph.D., The Ohio State University

David L. La Vere, *professor of history*, B.A., M.A., Northwestern State University of Louisiana; Ph.D., Texas A&M University

Richard A. Laws, *professor of geology*, B.A., University of North Carolina Wilmington; M.A., Ph.D., University of California, Berkeley

Luther D. Lawson, *professor of economics*, B.S., M.S., Indiana State University; Ph.D., University of Tennessee

Len B. Lecci, *professor of psychology*, B.A., M.A., Carleton University, Ottawa; Ph.D., Arizona State University

Rebecca L. Lee, *associate professor of creative writing*, B.A., St. Olaf College; M.F.A., University of Iowa

Lynn A. Leonard, *professor of geology*, B.S., College of William and Mary; M.S., Duke University; Ph.D., University of South Florida

Patricia B. Lerch, *professor of anthropology*, B.A., Cleveland State University; M.A., Ph.D., The Ohio State University

Diane E. Levy, *professor of sociology*, A.B., M.A., Ph.D., Temple University

Jack B. Levy,* *professor of chemistry*, A.B., Duke University; M.S., Ph.D., North Carolina State University

Roger C. Lowery, *professor of political science*, B.A., M.A., Southern Illinois University; Ph.D., Washington University (St. Louis)

Xin Lu, *professor of mathematics and statistics*, B.S., Huazhong University of Science and Technology; Ph.D., North Carolina State University

Gabriel G. Lugo, *associate professor of mathematics and statistics*, B.A., M.A., Ph.D., University of California, Berkeley

LeAnn Luna, *assistant professor of accountancy*, B.B.A., Southern Methodist University; M.T., University of Denver, Ph.D., University of Tennessee

Sally J. MacKain, *associate professor of psychology*, B.A., University of California, Santa Cruz; Ph.D., The University of North Carolina at Chapel Hill

Jane K. MacLennan, *lecturer in English*, B.A., M.A., University of North Carolina Wilmington

Thomas G. MacLennan, *associate professor of English*, B.S., M.S., State University College at Buffalo; Ed.D., State University of New York at Buffalo

Lynnea A. Mallalieu, *assistant professor of marketing*, B.A., Pennsylvania State University; M.S., University of Salford, England; Ph.D., Virginia Polytechnic Institute and State University

Michael A. Mallin, *research professor in the Center for Marine Science*, B.S., Ohio University; M.S., University of Florida; Ph.D., The University of North Carolina at Chapel Hill

John J. Manock, *professor of chemistry*, B.S., Washington and Jefferson College; Ph.D., Ohio University

Ned H. Martin, *professor of chemistry*, A.B., Denison University; Ph.D., Duke University

Sherrill V. Martin, *professor of music*, B.M., Samford University; M.M., University of Alabama; Ph.D., The University of North Carolina at Chapel Hill

Maurice M. Martinez, *professor of education*, B.S., Xavier University; M.A., Ph.D., University of Michigan

John A. Marts, *professor of accountancy*, B.S., The University of North Carolina at Charlotte; M.A.T., Ph.D., University of South Carolina; CPA

Michael O. Maume, *assistant professor of criminal justice*, B.A., Virginia Wesleyan College; M.A., College of William and Mary; Ph.D., Louisiana State University

Susan P. McCaffray, *professor of history*, B.A., College of Wooster; M.A., Ph.D., Duke University

R. Dale McCall, *professor of anthropology*, B.S., M.S., Florida State University; Ph.D., Case Western Reserve University

Jimmy D. McCamey, *assistant professor of social work*, B.S.W., Middle Tennessee State University; M.S., Troy State University; M.S.N., Ph.D., Clark Atlanta University

William McCarthy, *associate professor of history*, B.A., Miami University; M.A., Ph.D., Boston University

Michael A. McCartney, *assistant professor of biology*, B.S., Florida State University; M.S., Case Western Reserve University; Ph.D., State University of New York at Stony Brook

Heather J. McCreery, *lecturer in chemistry*, B.S., M.S., University of North Carolina Wilmington

Anita K. McDaniel, *assistant professor of communication studies*, B.A., Texas A&M University; M.A., University of Houston; Ph.D., University of Texas at Austin

Clyde O. McDaniel, *visiting professor of sociology*, B.S., Fayetteville State University; M.A., North Carolina Central University; Ph.D., University of Pittsburgh

Monica McGee, *lecturer in biology*, B.A., University of California, Berkeley; M.S., University of New Orleans

Donna J. McGiboney, *assistant professor of Spanish*, B.A., M.A., Temple University; Ph.D., State University of New York at Stony Brook

Nolan B. McMurray, *assistant professor of mathematics and statistics*, B.S., M.E., University of Arkansas at Pine Bluff; M.S., Ph.D., University of Mississippi

James P. McNab, *professor of French*, M.A., Edinburgh University, Scotland; M.A., Ph.D., Duke University

Stephen J. McNamee, *professor of sociology*, A.B., Rutgers University, Camden, M.A., Ph.D., University of Illinois, Urbana-Champaign

Linda C. Mechling, *associate professor of education*, B.S., Indiana University; M.B.A., Georgia State University; M.Ed., Georgia State University; Ph.D., University of Georgia

Stephen S. Meinhold, *associate professor of political science*, B.A., University of Missouri-St. Louis; M.A., Ph.D., University of New Orleans

Diane L. Melroy, *lecturer in biology*, B.S., University of Minnesota, St. Paul; Ph.D., University of California, Berkeley

James Francis Merritt, *associate professor of biology*, B.S., M.A., East Carolina University; Ph.D., North Carolina State University

Sarah B. Messer, *associate professor of creative writing*, B.A., Middlebury College; M.F.A., University of Michigan

Michael Messina, *associate professor of chemistry*, B.S., State University of New York at Stony Brook; Ph.D., University of Pittsburgh

Robert K. Miller, Jr., *professor of sociology*, A.B., Franklin and Marshall College; M.A., Ph.D., Temple University

Joel J. Mintzes, *professor of biology*, B.S., M.S., University of Illinois, Chicago; Ph.D., Northwestern University

Mahnaz Moallem, *professor of education*, B.A., College of Translation-Iran; M.S., College of Television and Cinema-Iran; Ph.D., Florida State University

Lynn W. Mollenauer, *assistant professor of history*, B.A., Amherst; M.A., University of Chicago; Ph.D., Northwestern University

Kyle M. Momsen, *lecturer in athletic training*, B.A., Gustavus Adolphus College; M.A., The University of North Carolina at Chapel Hill

David M. Monahan, *assistant professor of film studies*, B.S., South Dakota State University; M.F.A., Columbia University

Katherine L. Montwieler, *assistant professor of English*, B.A., College of the Holy Cross; M.A., University of Wisconsin at Milwaukee; Ph.D., University of Georgia

Kemille S. Moore, *associate professor of art*, B.A., M.A., Arizona State University; Ph.D., University of Washington

William D. Moore, *assistant professor of history*, A.B., Harvard College; Ph.D., Boston University

Melanie B. Mortimore, *visiting assistant professor*, B.S., University of Montevallo; M.F.A., University of Tennessee, Knoxville.

Edna Holland Mory, *associate professor of education*, B.S., Jacksonville State University; M.M.E., Florida State University; Ph.D., Florida State University

Marvin K. Moss,* *professor of physics*, B.S., Elon College; M.S., Ph.D., North Carolina State University

Joann McFerran Mount, *associate professor of Spanish*, B.A., University of Arkansas; M.A., Ph.D., University of Kentucky

Richard Terry Mount, *professor of Spanish*, B.A., Vanderbilt University; M.A., The University of North Carolina at Chapel Hill; Ph.D., University of Kentucky

Curt A. Moyer, *professor of physics*, B.S., Lehigh University; M.S., Ph.D., State University of New York at Stony Brook

Arnold K. Murdock, *assistant professor of education*, B.S.Ed., Virginia Tech; M.Ed., University of Virginia; Ed.D., Virginia Tech

N. Samuel Murrell, *associate professor of philosophy and religion*, B.A., Jamaica Theological Seminary; M.A., Wheaton Graduate School; Ph.D., Drew University

Bryan P. Myers, *assistant professor of psychology*, B.A., M.A., Carleton University, Ottawa; Ph.D., Ohio University

John W. Myers, *associate professor of art*, B.A., Hobart College; M.A., University of Wisconsin, Madison; Ph.D., University of Delaware

Jerome L. Naar, *research assistant professor in the Center for Marine Science*, D.E.A., Ph.D., Aix-Marseille II, France

Sridhar Narayan, *associate professor of computer science*, B.Tech., Indian Institute of Technology, Madras; M.S., M.S., Ph.D., Clemson University

John P. Nasuti, *associate professor of social work*, B.S.W., New Mexico State University; M.S.W., West Virginia University; D.S.W., University of Utah

Robert Nathanson, *professor of music*, B.M., University of Utah; M.M., University of Arizona

Catherine R. Nesbit, *associate professor of education*, B.A., University of Iowa; M.Ed., The University of North Carolina at Charlotte; Ph.D., The Ohio State University

Keith Newlin, *professor of English*, B.A., M.A., Colorado State University; Ph.D., Indiana University

Simone P. Nguyen, *assistant professor of psychology*, B.A., University of Michigan, Ann Arbor; M.A., Ph.D., University of Illinois, Urbana-Champaign

Nora E. Noel, *professor of psychology*, B.A., University of Cincinnati; M.A., Ph.D., State University of New York at Binghamton

Daniel W. Noland, *associate professor of English*, B.A., The University of North Carolina at Chapel Hill; M.A., Furman University; Ph.D., University of Texas at Austin

Hana S. Noor Al-Deen, *professor of communication studies*, B.A., Al-Mustansiriyah University; M.A., California State University-Sacramento; Ph.D., State University of New York at Buffalo

Joanne E. Nottingham, *lecturer in education*, B.S., Southern Connecticut State College; M.A., Ph.D., University of Connecticut

Richard L. Ogle, *assistant professor of psychology*, B.A., Point Loma Nazarene University; M.A., San Diego State University; Ph.D., University of New Mexico

Richard K. Olsen, *associate professor of communication studies*, B.A., University of North Carolina Wilmington; M.A., Pennsylvania State University; Ph.D., Regent University

Vibeke C. Olson, *assistant professor of art*, B.F.A., University of Denver; M.A., California State University, Northridge; Ph.D., University of California, Santa Barbara

Edward A. Olszewski, Jr., *professor of physics*, B.S., Worchester Polytechnic Institute; Ph.D., The University of North Carolina at Chapel Hill

William H. Overman, Jr., *professor of psychology*, B.A., Wake Forest University; M.S., Ph.D., Pennsylvania State University

Sue A. Owensby, *assistant professor of nursing*, B.S.N., California State University; M.S.W., Ph.D., University of Texas at Austin

D. Ann Pabst, *professor of biology*, B.S., University of Maryland; Ph.D., Duke University

David E. Padgett, *professor of biology*, A.B., Duke University; M.S., Ph.D., The Ohio State University

Timothy N. Palmer, *assistant professor of film studies*, B.A., M.A., Warwick University, Coventry, England; University of Wisconsin, Madison

Liza J. Palmer, *lecturer and public services librarian*, B.A., Bard College; M.A., M.L.I.S., University of Wisconsin at Madison

Sonia B. Parker, *lecturer in mathematics and statistics*, B.S., Fayetteville State University; M.S., University of North Carolina Wilmington

Victoria B. Parker, *lecturer in parks and recreation management*, B.A., University of North Carolina Wilmington; M.S., The University of North Carolina at Chapel Hill

Gerald R. Parnell, *lecturer and coordinator of special collections and archives*, A.B., High Point College; M.L.S., The University of North Carolina at Greensboro

Teresita J. Parra,* *associate professor of Spanish*, B.A., Widener University; M.A., Ph.D., University of Virginia

Diana W. Pasulka, *assistant professor of philosophy and religion*, B.A., University of California at Davis; M.A., Graduate Theological Union, Berkeley, CA; Ph.D., Syracuse University

Eric K. Patterson, *assistant professor of computer science*, B.A., Ph.D., Clemson University

Laurie J. Patterson, *assistant professor of computer science*, B.A., M.Ed., University of Minnesota; Ph.D., Nova Southeastern University

Joseph R. Pawlik, *professor of biology*, B.S., University of Minnesota; Ph.D., Scripps Institution of Oceanography, University of California, San Diego

Anne E. Pemberton, *lecturer and cordinator of instructional services*, B.A., M.S.I.S., University of Tennessee

Jake C. Perrins, *research assistant professor in the Center for Marine Science*, B.S., Northern Arizona University

Elizabeth M. Peterson, *lecturer and public services librarian*, B.A., University of California at Santa Cruz; M.L.I.S., San Jose State University

Richard C. Pezzuolo, *lecturer in communication studies*, B.S., Syracuse University; M.A., Emerson College

Daniel M. Pfohl, *lecturer and associate university librarian for computing systems*, B.A., University of Northern Iowa; M.L.S., North Carolina Central University; M.A., Austin Peay State University

Carol Ann Pilgrim, *professor of psychology*, B.S., Virginia Polytechnic Institute and State University; M.S., Ph.D., University of Florida

Raymond C. Pitts, Jr., *professor of psychology*, B.A., M.S., Ph.D., University of Florida

Deborah L. Pollard, *assistant professor of nursing*, B.S.N., West Liberty State College; M.S.N., West Virginia University; Ph.D., University of Pittsburgh

Clarissa L. Pollard, *associate professor of history*, B.A., M.A., Ph.D, University of California, Berkeley

Thomas W. Porter, *associate professor of marketing*, B.S., Purdue University; M.B.A., Ph.D., Indiana University

Rebecca I. Porterfield, *associate professor of management*; B.S., M.B.A., Mississippi State University; Ph.D., Clemson University

Martin H. Posey, *professor of biology*, B.A., The University of North Carolina at Chapel Hill; Ph.D., University of Oregon

Linda F. Potts, *lecturer in biology*, B.S., University of Missouri at Columbia; Ph.D, The University of North Carolina at Chapel Hill

Elizabeth A. Pressley, *lecturer in Spanish*, B.A., The University of North Carolina at Asheville; M.A., University of Tennessee

Antonio E. Puente, *professor of psychology*, B.A., University of Florida; Ph.D., University of Georgia

Stephen J. Pullum, *professor of communication studies*, B.S., Middle Tennessee State University; M.A., The University of Tennessee; Ph.D., Indiana University

L. Scott Quackenbush, *professor of biology*, B.A., University of Minnesota; M.S., University of West Florida; Ph.D., Florida State University

John E. Rack, *associate professor of music*, B.A., Glassboro State College; M.M., Yale University; Ph.D., Pennsylvania State University

Howard S. Rasheed, *associate professor of management*, B.S., M.B.A., University of West Florida; Ph.D., The Florida State University, Tallahassee

Eleanora A. Reber, *assistant professor of anthropology*, B.S., Bloit College; M.A., Ph.D., Harvard University

James H. Reeves, *professor of chemistry*, B.A., Ph.D., Northeastern University

P. Nelson Reid, *professor of social work*, B.A., M.S.W., The University of North Carolina at Chapel Hill; Ph.D., The Ohio State University

Angelia R. Reid-Griffin, *assistant professor of education*, B.S., MAED., East Carolina University; Ph.D., North Carolina State University

Colleen A. Reilly, *assistant professor of English*, B.A., John Carroll University; M.A., Ph.D., Purdue University

Karl Ricanek, Jr., *assistant professor of computer science*, B.S., M.S., Ph.D., North Carolina A & T State University

John S. Rice, *associate professor of sociology*, B.F.A., M.A., University of Nebraska at Omaha; Ph.D., University of Virginia

Granetta L. Richardson, *lecturer in English*, B.A., University of Akron; M.A., The Ohio State University; Ph.D., University of Tennessee, Knoxville

Stephanie A. Richardson, *lecturer in English*, B.A., University of Akron; M.A., Ph.D., The Ohio State University

Adina L. Riggins, *lecturer and archivist and special collections librarian*, B.A. American University; M.A., Carnegie Mellon University; M.L.S., The University of North Carolina at Chapel Hill

Valerie J. Rider, *lecturer in Spanish*, B.A., University of Central Florida; M.A.T., Florida Atlantic University

N. Stephen Robinson, *associate professor of economics*, B.S., M.S., Middle Tennessee State University; Ph.D., University of Oklahoma

Howard O. Rockness, *professor of accountancy*, B.S., M.B.A., Ph.D., University of Washington

Joanne W. Rockness, *Cameron Professor of Accountancy*, B.S., M.B.A., M.A., Western Michigan University; Ph.D., The University of North Carolina at Chapel Hill; CPA

Carlos L. Rodriguez, *assistant professor of management*, B.A., Federal University of Rio de Janeiro, Brazil; M.I.B.S., University of South Carolina; Ph.D., Florida Atlantic University

Robert D. Roer, *professor of biology*, B.S., Brown University; Ph.D., Duke University.

Lloyd E. Rohler, Jr., *professor of communication studies*, B.A., M.A., Ph.D., Indiana University

David A. Rolls, *assistant professor of mathematics and statistics*, B.Ed., University of Western Ontario; B.Math, University of Waterloo, Canada; M.Sc., Ph.D., Queen's University at Kingston, Canada

Kathleen M. Roney, *assistant professor of education*, B.S., Bloomsburg State University; M.T.S., Washington Theological Union, Washington, D.C.; Ed.D., Temple University

Richard Allan Roscher, *assistant professor of accountancy*, B.B.A., University of Notre Dame; M.B.A., University of Denver; CPA

L. Drew Rosen, *professor of production/operations management*, B.S., M.B.A., Old Dominion University; Ph.D., University of South Carolina

Catherine D. Ross-Stroud, *assistant professor of English*, B.A., University of Wisconsin-Milwaukee; M.A., Michigan State University; Ph.D., Illinois State University

Kathy Rugoff, *associate professor of English*, B.A., Syracuse University; M.A., University of Florida; Ph.D., Florida State University

Robert A. Russell, *lecturer in music*, B.A., University of North Carolina Wilmington

James C. Sabella,* *professor of anthropology*, B.S., State University of New York at Cortland; M.A., Ph.D., Cornell University

William H. Sackley, *associate professor of finance*, B.A., Central College; M.B.A., Drake University; Ph.D., University of Nebraska, Lincoln; CFA

Shiva Kumar Saksena, *assistant professor of mathematics and statistics*, B.S., M.S., Agra University, India; M.Stat., Indian Statistical Institute; Ph.D., Louisiana Tech University

Barry D. Salwen, *associate professor of music*, B.M., M.M., D.M.A., The Julliard School; Diploma with highest honors, Vienna Academy of Music, Austria

Karen S. Sandell, *associate professor of social work*, B.S., Pennsylvania State University; M.S.S.A., Ph.D., Case Western Reserve University

Richard A. Satterlie, *Frank Hawkins Kenan Distinguished Professor of Marine Sciences*, B.A., Sonoma State University; Ph.D., University of California, Santa Barbara

Carla E. Savinon, *lecturer in nursing*, B.S., North Carolina State University; B.S.N., University of North Carolina Wilmington; M.S.N., Duke University

D. Kim Sawrey, *associate professor of psychology*, B.A., University of California, Berkeley; M.S., Ph.D., University of Florida

Rebecca S. Sawyer, *assistant professor of accountancy*, B.S., North Carolina State University; M.B.A., Duquesne University; CPA

Yousry Sayed,* *professor of chemistry*, B.S., M.S., Cairo University; Ph.D., University of Minnesota

Laela S. Sayigh, *associate professor of biology*, B.A., University of Pennsylvania; Ph.D., Massachusetts Institute of Technology/Woods Hole Oceanographic Institution Joint Program

Mark E. Scalf, *lecturer in physical education*, B.A., University of North Carolina Wilmington; M.A.T., The University of North Carolina at Chapel Hill

Michael G. Scantlebury, *assistant professor of recreation*, B.A., M.Phil., University of the West Indies Mona, Jamaica, West Indies; Ph.D., University of Waterloo

Frederick S. Scharf, *assistant professor of biology*, B.Sc., State University of New York at Stony Brook; M.Sc., Ph.D., University of Massachusetts

George P. Schell, *professor of management information systems*, B.S., M.A., University of Florida; Ph.D., Purdue University

Susan E. Scheuring, *associate professor of nursing*, B.S.N., D'Youville College; M.S.N., University of Pennsylvania; Ph.D., University of Colorado

Walter Thomas Schmid, *professor of philosophy and religion*, B.A., M.Phil, Ph.D., Yale University

Peter W. Schuhmann, *associate professor of management*, B.S., University of North Carolina Wilmington; M.E., Ph.D., North Carolina State University

Lee Schweninger, *professor of English*, B.A., University of Colorado; M.A., University of Connecticut at Storrs; Ph.D., The University of North Carolina at Chapel Hill

Lisa A. Scribner, *associate professor of marketing*, B.A., Ball State University; Ph.D., University of South Carolina

Pamela J. Seaton, *professor of chemistry*, B.A., University of Washington, Seattle; M.A., University of Alaska, Fairbanks; Ph.D., University of Vermont, Burlington

Michael Seidman, *professor of history*, B.A., Swarthmore College; M.A., University of California, Berkeley; Ph.D., University of Amsterdam

Jo Ann Seiple, *professor of English*, B.S., M.A., Ed.D., East Texas State University

Thomas H. Shafer, *associate professor of biology*, B.S., Duke University; M.S., Ph.D., The Ohio State University

Candace Ashton-Shaeffer, *associate professor of parks and recreation management*, B.S., University of Florida; M.S., Florida State University; Ph.D., University of Illinois at Urbana-Champaign

Earl Sheridan, *professor of political science*, B.A., Appalachian State University; M.A., Ph.D., University of Tennessee

Jerald G. Shynett, *assistant professor of music*, B.M., University of South Florida, Tampa; M.M., University of Miami

Robert A. Siegel, *assistant professor of creative writing*, B.A., Harvard University; M.F.A., University of Iowa

Kevin J. Sigler, *professor of finance*, B.S., Cornell University; M.B.A., Creighton University; Ph.D., University of Nebraska at Lincoln

Scott E. Simmons, *assistant professor of archaeology*, B.A., State University of New York at Plattsburgh; M.A., University of Massachusetts, Boston; Ph.D., University of Colorado, Boulder

Susan J. Simmons, *assistant professor of mathematics and statistics*, B.S., Clarion University of Pennsylvania; M.S., West Virginia University; Ph.D., University of South Carolina

Ronald K. Sizemore, *professor of biology*, B.S., Wake Forest University; M.S., University of South Carolina; Ph.D., University of Maryland

Stephen A. Skrabal, *associate professor of chemistry*, B.S., M.A., College of William and Mary; Ph.D., University of Delaware

Douglas D. Smith, *professor of mathematics and statistics*, B.S., M.S., University of Illinois; Ph.D., Pennsylvania State University

Karan B. Smith, *associate professor of mathematics and statistics*, B.A., Clemson University; M.S., M.B.A., Ph.D., University of South Carolina

Michael S. Smith, *associate professor of geology*, B.S., Millersville University; Ph.D., Washington University

Robert W. Smith, *associate professor of education*, B.Sc., M.Sc., Manchester University, England; Ed.D., University of Massachusetts

Bonnie L. Smithdeal, *lecturer in social work*, B.A.S.W, Western Maryland College; M.B.A., University of North Carolina Wilmington

Lynne L. Snowden, *associate professor of criminal justice*, B.S., M.A., Ph.D., University of Delaware

Bongkeun Song, *assistant professor of biology*, B.A., Donggook University, Seoul, Korea; M.S., Ph.D., Rutgers University, New Brunswick

Kenneth W. Spackman, *associate professor of mathematics and statistics*, B.S., Pennsylvania State University; M.A., Ph.D., University of Colorado

Robert M. Spaulding, Jr., *associate professor of history*, B.A., University of Rochester; M.A., Ph.D., Harvard University

Jeffrey W. Spears, *assistant professor of criminal justice*, B.A., University of Northern Iowa; M.A., Ph.D., University of Nebraska at Omaha

Oliver C. Speck, *assistant professor of German*, M.A., University of Waterloo, Ontario; Ph.D., University of Mannheim, Germany

Karen Spike, *lecturer in mathematics and statistics*, B.A., M.A., Eastern Michigan University

Maurice F. Stanley, *lecturer in philosophy and religion*, B.S., North Carolina State University; M.A., Ph.D., The University of North Carolina at Chapel Hill

Ann E. Stapleton, *assistant professor of biology*, B.S., University of Michigan, Ann Arbor; Ph.D., University of Chicago

Craig A. Steenerson, *assistant professor of theatre*, B.A., Cal State University, San Bernardino; M.F.A., Utah State University

Marcee M. Steele, *professor of education*, B.S., Syracuse University; M.Ed., American University; Ph.D., University of South Florida

John Joseph Stevens, *assistant professor of Spanish*, B.A., University of Southern California; M.A., San Diego State; Ph.D., University of Southern California

Curt H. Stiles, *associate professor of management*, B.S., University of North Texas; M.S., Ph.D., Northwestern University

Jennifer B. Summerville, *associate professor of education*, B.B.A., Baylor University; M.S., University of North Texas; Ph.D., University of Northern Colorado

Jianzhong Sun, *visiting assistant professor in mathematics and Statistics*, B.S., M.S., University of Science and Technology of China; M.S., Ph.D., Purdue University

Meghan M. Sweeney, *assistant professor of English*, B.A., John Carroll University; M.A., Ph.D., State University of New York at Buffalo

Alina M. Szmant, *professor of biology*, B.S., University of Puerto Rico; M.S., University of California at San Diego; Ph.D., University of Rhode Island

Gene A. Tagliarini, *associate professor of computer science*, B.A., M.A., University of South Florida; Ph.D., Clemson University

Carole E. Tallant, *professor of communication studies*, A.B., M.A., The University of North Carolina at Chapel Hill; Ph.D., Louisiana State University

Paige J. Tan, *assistant professor of political Science*, B.A., University of Virginia; M.P.A., Monterey Institute of International Studies, Monterey, CA; Ph.D., University of Virginia

Julie Smith-Taylor, *lecturer in nursing*, B.S.N., The University of North Carolina at Chapel Hill; M.S.N., University of Pennsylvania; Ph.D., The University of North Carolina at Chapel Hill

Matthew L. TenHuisen, *associate professor of mathematics and statistics*, B.S., Hope College; M.S., Ph.D., Clemson University

J. Denise Terry, *assistant professor of mathematics and statistics*, B.S., M.S., North Carolina State University; Ed.D., George Washington University

Kris W. Terzotis, *lecturer in nursing*, B.S., M.S., North Carolina State University

Michelle Scatton-Tessier, *assistant professor of French*, B.A., The Pennsylvania State University; M.A., The Ohio State University; Ph.D., The University of Iowa

Paul A. Thayer, *professor of geology*, B.A., Rutgers University; Ph.D., The University of North Carolina at Chapel Hill

Terry Theodore, *professor of theatre*, B.A., Wayne State University; M.A., University of Southern California; Ph.D., University of Michigan

Carol Chase Thomas, *professor of education*, B.A., University of Kentucky; M.Ed., The Citadel; Ed.D., University of Kentucky

Peter N. Thomas, *associate professor of Spanish*, B.A., M.A., Ph.D., University of New Mexico

Craig R. Tobias, *assistant professor of geology*, B.A., University of Delaware; Ph.D., College of William and Mary

Marsha A. Todd, *lecturer in physical education*, B.S., M.S., Indiana State University

Carmelo R. Tomas, *associate professor of biology*, B.A., American International College; M.S., Ph.D., University of Rhode Island

Jack A. Tompkins, *lecturer in computer science*, B.S., University of New York; M.A., University of North Carolina Wilmington

Robert B. Toplin, *professor of history*, B.S., Pennsylvania State University; M.A., Ph.D., Rutgers University

M. Reid Toth, *assistant professor of criminal justice*, B.S., M.C.J., Ph.D., University of South Carolina

Paul A. Townend, *assistant professor of history*, B.A., Colgate University; M.A., Ph.D., University of Chicago

Frank P. Trimble, *professor of communication studies*, B.S., M.S., Southern Illinois University

Wayland D. Tseh, *assistant professor of physical education*, B.S., M.S., California State University, Fresno; Ph.D., The University of North Carolina at Greensboro

Douglas M. Turner, *assistant professor of nursing*, B.S., The University of the State of New York, Albany; M.S.N., University of Virginia; M.S.N., The University of North Carolina at Greensboro; Ph.D., Touro University International, Los Alamitos, CA

Stephanie L. Turrise, *lecturer in nursing*, B.S.N., Bloomsburg University; M.S.N., Rutgers University

Patricia A. Turrisi, *associate professor of philosophy and religion*, B.A., Queens College City University of NY; M.A., Ph.D., Pennsylvania State University

Robert E. Tyndall, *professor of education*, A.B., M.A.T., Ed.D., The University of North Carolina at Chapel Hill

Larry W. Usilton III, *professor of history*, B.A., M.A., Ph.D., Mississippi State University

Sridhar Varadarajan, *assistant professor of chemistry*, B.S., B.S. Tech, Bombay University, India; Ph.D., The Pennsylvania State University

Anita R. Veit, *lecturer in sociology*, B.A., North Central University; M.S., Mankato State University

Richard C. Veit, *professor of English*, A.B., University of Notre Dame; M.A., Ph.D., University of Iowa

Ronald J. Vetter, *professor of computer science*, B.S., M.S., North Dakota State University; Ph.D., University of Minnesota

Melody Renee Vincent, *associate professor of theatre*, B.F.A., M.F.A., Southern Methodist University; Ph.D., Bowling Green State University

William M. Wadman, *associate professor of economics*, B.A., M.S., Brigham Young University; Ph.D., Claremont Graduate School

Angela L. Wadsworth, *lecturer in sociology*, B.A., M.A., The University of North Carolina at Charlotte; Ph.D., University of Kentucky

Edwin H. Wagenseller, *lecturer in theatre*, B.F.A., M.F.A., University of North Carolina Wilmington

Bradford L. Walker, *associate professor of education*, B.S., M.Ed., Brigham Young University; Ed.D., Indiana University

J. Lewis Walker III, *professor of English*, A.B., University of Virginia; M.A., University of California, Berkeley; Ph.D., University of Virginia

Wade O. Watanabe, *research professor in the Center for Marine Science*, B.S., Oregon State University; M.S., University of Hawaii, Honolulu; Ph.D., University of Hawaii, Manoa

Charles Richard Ward, *professor of chemistry*, B.S., Manchester College; M.S., Ph.D., Purdue University

Alan Douglas Watson, *professor of history*, B.A., Duke University; M.A., East Carolina University; Ph.D., University of South Carolina

Mary L. Watts, *assistant professor of Spanish*, B.A., Miami University, Ohio; M.A., Monterey Institute of International Studies; Ph.D., University of Illinois at Urbana

Barbara F. Waxman, *professor of English*, B.A., Douglass College, Rutgers University; M.A., City College of New York; Ph.D., City University of New York

David E. Weber, *associate professor of communication studies*, B.A., University of California, Santa Barbara; M.S.Ed., University of Southern California; Ph.D., University of Denver

W. David Webster, *professor of biology*, B.S., University of North Carolina Wilmington; M.S., Michigan State University; Ph.D., Texas Tech University

Michael D. Wentworth, *professor of English*, B.A., University of Kansas; M.A., Eastern Michigan University; Ph.D., Bowling Green State University

Karen S. Wetherill, *professor of education*, B.A., Glassboro State College; M.Ed., University of North Carolina Wilmington; Ed.D., North Carolina State University

Mary J. White, *assistant professor of music*, B.M., East Carolina University; M.M., Michigan State University; D.M.A., Boston University

Michael D. White, *associate professor of creative writing*, B.A., University of Missouri; Ph.D., University of Utah

Ami E. Wilbur, *associate professor of biology*, B.S., University of North Carolina Wilmington; M.S., University of South Carolina; Ph.D., University of Delaware

Aaron T. Wilcox, *assistant professor of art*, B.A., M.A., The University of North Carolina at Greensboro; M.F.A., Cranbrook Academy of Art

Paul Wilkes, *distinguished visiting professor of English*, B.A., Marquette University; M.S., Columbia University

Joan D. Willey, *professor of chemistry*, B.S., Duke University; Ph.D., Dalhousie University

Lisa M. Williams, *lecturer and coordinator of reference services librarian*, B.S., East Carolina University; M.L.S., North Carolina Central University

Cecil L. Willis, *professor of criminal justice*, B.S., East Tennessee University; M.S., East Carolina University; Ph.D., Virginia Polytechnic Institute and State University

Joe B. Wilson, *associate professor of philosophy and religion*, B.A., M.A., University of Wisconsin; Ph.D., University of Virginia

Barry A. Wray, *associate professor of management science*, B.S., Bridgewater College; M.S., Ph.D., Virginia Polytechnic and State University

Jeffrey L. Wright, *Carl B. Brown Distinguished Professor of Marine Sciences*, B.Sc., Ph.D., The University, Glasgow, Scotland

George T. Zervos, *associate professor of philosophy and religion*, B.A., The University of North Carolina at Greensboro; M.Th., University of Athens, Greece; Ph.D., Duke University

* In phased retirement

FACULTY EMERITI

Louis Henry Adcock, Ph.D., *professor emeritus of chemistry*

Franklin H. Allen, M.S., *associate professor emeritus of biology*

Walser H. Allen, M.A., *associate professor emeritus of history*

Arvid Asa Anderson, Ph.D., *associate professor emeritus of marketing*

John M. Anderson, Ph.D., *professor emeritus of management information systems*

Robert W. Appleton, M.B.A., *associate professor emeritus of accountancy*

Joseph C. Awkard, Jr., Ed.D., *professor emeritus of psychology*

Jack D. Baker, Ph.D., *associate professor emeritus of accountancy*

Anne Barksdale, M.S., *assistant professor emerita of business*

Saul Bachner, B.A., M.Ed., Ph.D., *professor emeritus of education*

Paz I. Bartolome, Ph.D., *professor emerita of education*

James Rush Beeler, Ph.D., *professor emeritus of French*

Mary Dixon Bellamy, M.A., *assistant professor emerita of Spanish*

Walter C. Biggs, Ph.D., *professor emeritus of biology*

Eric G. Bolen, Ph.D., *professor emeritus of biology*

Delilah Bowen Blanks, Ph.D., *assistant professor emerita of social work*

Michael Bradley, Ed.D., *professor emeritus of psychology*

Ralph W. Brauer, Ph.D., *professor emeritus of marine physiology*

William Jasper Brooks, M.A., *director emeritus of athletics*

Thomas P. Brown, M.A., *assistant professor emeritus of mathematical sciences*

William A. Bryan, Ed.D., *professor emeritus of education*

Grace M. Burton, Ph.D., *professor emerita of education*

Robert H. Byington, Ph.D., *professor emeritus of English*

Charles L. Cahill, Ph.D., *professor emeritus of chemistry*

Harry Allen Comeskey, D.B.A., *assistant professor emeritus of finance*

Joanne K. Corbett, Ph.D., *professor emerita of English*

James Marshall Crews, Ed.D., *professor emeritus of mathematical sciences*

Thaddeus G. Dankel, Jr., *professor emeritus of mathematical sciences*

Derick G.S. Davis, M.S., *assistant professor emeritus of parks and recreation management*

Richard Ryder Deas, Ed.D., *professor emeritus of music*

Will Scott DeLoach, Ph.D., *professor emeritus of chemistry*

Jack Dermid, M.S., *associate professor emeritus of biology*

James C. Dixon, Ph.D., *professor emeritus of political science*

Charles B. Dodson, Ph.D., *professor emeritus of English*

Calvin L. Doss, Ph.D., *professor emeritus of education*

Patricia Carol Ellis, Ph.D., *assistant professor emerita of English*

William L. Etheridge, Ph.D., *assistant professor emeritus of mathematics*

Isabell L. Foushee, M.A., *assistant professor emerita of English*

Charles McGhee Fugler, Ph.D., *professor emeritus of biology*

Antolin Gonzalez-del-Valle, Ph.D., *professor emeritus of Spanish*

Barbara A. Greim, Ph.D., *associate professor emerita of computer science*

John H. Haley, Ph.D., *associate professor emeritus of history*

Roy E. Harkin, Ph.D, *professor emeritus of education*

Robert T. Herbst, Ph.D., *professor emeritus of computer science*

Hildelisa C. Hernandez, Ph.D., *associate professor emerita of physics*

Frederick M. Hornack, Ph.D., *professor emeritus of chemistry*

Claude F. Howell, H.H.D., *associate professor emeritus of art*

Eugene W. Huguelet, M.LIBR, *librarian emeritus*

Adrian D. Hurst, M.A., *associate professor emeritus of mathematical sciences*

Mary Louise Jackson, M.L.S., *librarian emerita*

Anthony F. Janson, Ph.D., *associate professor emeritus of art*

David Ronald Johnson, M.L.S., *librarian emeritus*

Noel K. Jones, Ph.D., *associate professor emeritus of education*

Norman R. Kaylor, Ph.D., *professor emeritus of accountancy*

Kathleen H. Kowal, Ph.D., *professor emerita of psychology*

Judith B. Lewis, M.Ed., *assistant professor emerita of physical education*

James Richard Leutze, Ph.D., *chancellor emeritus*

David G. Lindquist, Ph.D., *professor emeritus of biology*

Glenn Richard Long, M.A., *assistant professor emeritus of mathematical sciences*

Thomas R. Lupton, M.A., *assistant professor emeritus of mathematical sciences*

Dorothy P. Marshall, B.S., *registrar emerita*

Anne B. McCrary, Ph.D., *professor emerita of biology*

Melton A. McLaurin, Ph.D., *professor emeritus of history*

Sandra C. McLaurin, Ph.D., *professor emerita of mathematical sciences*

James J. Megivern, Th.D., *professor emeritus of philosophy and religion*

James K. McGowan, Ph.D., *professor emeritus of philosophy and religion*

Celeste S. Millen, M.L.S., *librarian emerita*

Margaret Shannon Morton, M.A., *professor emerita of English*

Rolla Clayborne Nelson, M.A., *assistant professor emeritus of physics*

Darwin R. Newton, Ed.D., *professor emeritus of psychology*

Fletcher R. Norris, Ph.D., *professor emeritus of computer science*

James F. Parnell, Ph.D., *professor emeritus of biology*

Elizabeth A. Pearsall, M.A., *assistant professor emerita of English*

Daniel Belk Plyler, Ph.D., *professor emeritus of biology*

Sylvia K. Polgar, Ph.D., *associate professor emerita of social work*

Duncan P. Randall, Ph.D., *professor emeritus of geography*

W. Terry Rogers, Ph.D., *associate professor emeritus of theatre*

Gerald S. Rosselot, Ph.D., *associate professor emeritus of English*

John H. Scalf, Jr., Ph.D., *professor emeritus of sociology*

Eloise Scott, M.A., *assistant professor emerita of mathematical sciences*

Lee M. Sherman, D.B.A., *associate professor emeritus of management*

Gerald H. Shinn, Ph.D., *professor emeritus of philosophy and religion*

Carolyn H. Simmons, Ph.D., *professor emerita of psychology*

Harry F. Smith, Ph.D., *associate professor emeritus of computer science*

Betty Holden Stike, M.A., *assistant professor emerita of education*

John L. Stokes III, Ph.D., *professor emeritus of English*

Sally A. Sullivan, Ph.D., *associate professor emerita of English*

Doug W. Swink, M.A., *associate professor emeritus of drama*

William H. Wagoner, Ph.D., *chancellor emeritus*

David E. Warner, M.Ed., *associate professor emeritus of health, physical education and recreation*

Charles W. West, Jr., Ph.D., *associate professor emeritus of management*

Elonza M. West, Ed.D., *professor emeritus of business administration*

Kenneth L. Whipkey, Ph.D., *associate professor emeritus of mathematical sciences*

John T. Williams, Ph.D., *professor emeritus of psychology*

Eleanor B. Wright, Ph.D., *associate professor emerita of education*

INDEX

Academic Advising 70, 95
Academic Affairs
  Honor Code 69
  Programs 97, 180
  Regulations 69
  Support 93
Academic Calendar 5
Academic Centers, Special 351
Academic Honor Code 69
Academic Programs 97
  Basic Studies Requirements 97
  Required Computer Competency 99
  Required Oral Communication Competency 100
  Required Physical Education 100
  Restrictions on Courses from Individual Disciplines 99
  Wavier of Requirements 99
Academic Programs, Special 180
  Extension Programs and Courses 180
  Joint Programs 180
  Pre-Professional Programs 181
Academic Progress, Satisfactory 66
Academic Standing 16
Academic Support Programs 93
Access Program, RN 111, 178
Accountancy (see Accountancy and Business Law) 162
Accountancy, courses 186
Accountancy and Business Law, Department of 162
Accreditation of University 16
Address Change 70
Administrative Officers and Staff, UNCW 9
Admissions 31, 109
  Application Dates 31
  Application Deadline and Notification Date 31
  Application Fees 31-33
  Audit Students 35, 70
  Former Students 35
  Freshmen 32
  Graduate Students 35
  Immunization and Health Forms 37
  International Students 35
  Notification of Acceptance Dates 31
  Orientation 38, 75
  Permission/Visiting Students 36
  Professional Schools and Select Programs 36
  Readmission Policy, Special 35
  Safety and Health Program 38
  Senior Citizens 36
  Special High School Students 36
  Special Undergraduate Students 36
  Transfer Articulation Agreement 34
  Transfer Students 33
  Unclassified Students 37
  Visiting Students 36
Admission
  College of Arts and Sciences 109, 112
  Cameron School of Business 36, 110, 159
  Degree Program 109
  Watson School of Education 36, 110, 166
  School of Nursing 36, 110, 176
Admission to Degree Program 109
Advanced Placement 69
Advising 70, 95
Advising, General College 95
African-American Studies/Minor 113
African-American Studies, courses 187
Alumni Association Achievement Award 87
American Indian Student Legislative Grant 47
American Studies/Minor 114
American Studies, courses 118
Anthropology, Department of 114
Anthropology, courses 187
Application Dates 31
Application Fee 40
Areas of Study 97
Art (see Art and Theatre) 115
Art and Theatre, Department of 115
Art, courses 193
Art Exhibitions 81
Art History (See Art and Theatre) 115
Art History, courses 191
Articulation Agreement, Transfer 34
Asian Studies/Minor 116
Association for Campus Entertainment 81
Athletics 81
Athletic Academic Support 95
Athletic Academic Eligibility Requirements 95
Athletic Training (see Health and Applied Human Sciences) 135
Athletic Training, course 196
Attendance, Class 70
Auditing Courses 70
Awards, Faculty 16
Awards, Student 84
Baccalaureate Degree, Requirements for Another 77
Bachelor of Arts Degree 36, 107, 112, 168
Bachelor of Fine Arts 107, 123
Bachelor of Music Degree 107, 148
Bachelor of Science Degree 36, 107, 112, 160, 178
Bachelor of Social Work Degree 107, 155
Basic Studies
  Requirements 97
  Restriction on Courses 99
  Waiver of Requirements 99
Biology and Marine Science, Department of 117
Biology, courses 198
Bluethenthal Memorial Wildflower Preserve, Herbert 30

Board of Governors, UNC 12
Board Rates, Semester 42
Board of Trustees, UNCW 15
Buildings, Campus 24
Business Administration Degree 160
Business, courses 205
Business, Cameron School of 159
Business and Economics Services, Center ...351
Business Law (see Accountancy and Business Law) 162
Business Law, courses 204
Business Management (see Management and Marketing) 164
Calendar of Events 5
Cameron School of Business 159
  Admission Requirements 110, 159
  Degrees, Concentrations 160
Campus 24
Campus Activities and Involvement 82
Campus Buildings 24
Campus Diversity Office 82
Campus Entertainment Association 81
Campus Living 24, 41
Campus Map 25
Campus Recreation 82
Cancellation of Course Registration 70
Career Services 93
Centers
  Business and Economics Services, Center for 351
  Counseling Center 83
  Faculty Leadership, Center for 18
  Hundley Wellness Resource Center 84
  Information Center 91
  Leadership Education and Service, Center for 83
  Marine Science, Center for 351
  Science and Mathematics Education Center 352
  Student Health Center 90
  Supported Undergraduate Research and Fellowship, Center for 18
  Teaching Excellence, Center for 18
  Tutoring and Learning Center 94
  University Information Center 91
  University Union/Warwick Center 92
  Women's Resource Center 19
Centers, Special Academic 351
  Center for Business and Economics Services 351
  Center for Marine Science 351
  Science and Mathematics Education Center 352
  Small Business and Technology Development Center 352
Center for Business and Economics Services 351
Center for Leadership Education and Service 18
Center for Marine Science 351
Center for Teaching Excellence 18
Certificate in Geographic Information Science 124
Certification in Professional Writing 126
Chancellor's Achievement Award 87
Change of Major or Minor 70
Change of Name or Address 70
Chemistry and Biochemistry, Department of 119
Chemistry and Biochemistry, courses 206
Chiropractic, Pre-Professional Program 182
Choral Music/Minor 149
Class Attendance 70
Classical Studies/Minor 120
Classical Studies, courses 209
Classification of Students 71
Clinical Research 179
Clinical Research, courses 209
Clubs and Organizations 99
Code of Student Life 71
College of Arts and Sciences 112
  Admission Requirements 109, 112
  Degree, Concentrations 113
Communication Studies, Department of 120
Communication Studies, courses 210
Community of Scholars at UNCW, The 17
Commuter Meal Plans 41
Computer Competency Requirements 99
Computer Science, Department of 121
Computer Science, courses 221
Conduct, Student 79
Conference Arrangement 30
Continuing Education Programs 29
Conversion From Unclassified Status 71
Correspondence Credit 74
Counseling Center 83
Course Cancellation 70
Course Descriptions 184
  Course Prefixes 184
  Credits and Class Meetings 184
  Online Courses 185
  Sequenced Courses 184
  Trial Courses 184
Course Listings 184, 186
Course Prefixes 184
Course Registration Cancellation 70
Courses, Pass/Fail 105
Courses, Repeating of 76
Creative Writing, Department of 122
Creative Writing, courses 218
Credit
  Correspondence 79
  Transfer 79
  Supplemental Foreign Language 69, 132
Credits and Class Meetings 184
Criminal Justice, (see Sociology and Criminal Justice) 156
Criminal Justice, courses 216
Crossroads 83
Curricular Studies, Department of 167

Curricular Studies courses (see Education, courses) 227
Dean of Students Office 81
Dean's List 71
Deficiencies 32
Degrees Offered 107
  Areas of Study 97
  General Requirements 107
  Requirements for Another Baccalaureate Degree 77
  Requirements for Double Major or a Double Degree 77
Degree Programs Admission 109
  College of Arts and Sciences 109, 112
  Cameron School of Business 110, 159
  Watson School of Education 110, 166
  School of Nursing 110, 176
  RN Access Program 111, 176
Degree Programs and Requirements 107
  Undergraduate Degrees Offered 107
  Minors 107
  Graduate Degrees Offered 108
  Admission to Degree Programs 109
  College of Arts and Sciences 112
  Cameron School of Business 159
  Watson School of Education 166
  School of Nursing 176
Degrees with Distinction 72
Dentistry, Pre-Professional Program 182
Directed Individual Study 101
Directory Information Release 76
Disability Services 93
Discover Outdoor Center 83
Dismissal (see Retention, Dismissal and Readmission) 78
Distinguished Teaching Professorship 16
Diversity, Campus 82
Diversity Scholarship 46
Diversity Statement of UNCW 20
Dormitories 24, 88
Double Degree Requirements 77
Double Major Requirements 77
Drop/Add 74
Drugs, Policy on Illegal 75
Earned Hours 67
Earth Sciences, Department of 123
Economics (see Economics and Finance) 163
Economics, courses 225
Economics Degree 162
Economics and Finance, Department of 163
Education, courses 227
Education, Special courses 331
Education, Watson School of 166
E-Learning, The Office of 18
Electronic Mail 72
Eligibility 66-68
E-Mail 72
Emeriti Faculty 377
Employment Program, Student 64
Engineering
  Two-Plus-Two Program 180
  Three-Plus-Two Program 129
Engineering, courses 238
English, Department of 125
English, courses 238
Enrichment Courses and Programs 101
  Directed Individual Study 101
  Field Experiences 101
  German Studies Consortium 101
  Gerontology Consortium, The North Carolina 101
  Graduate Course Credit 102
  Honors Scholars Program 102
  International Programs 104
  Internships 105
  National Student Exchange (NSE) 105
  Pass/Fail Courses 105
  Service-Learning 106
  Summer School 106
Enrollment Permission, Unclassified 37
Enrollment Status, Determining 72
Ensembles, Performing 89
Environmental Science 128, 129
Environmental Science and Environmental Engineering 129, 238
  The Three-Plus-Two Program 129
Environmental Studies, Department of 127
Environmental Studies, courses 245
Equal Opportunity, Diversity and
  Unlawful Harassment 20
  Diversity in the University Community Statement 20
  Improper Personal Relationships 22
    Board of Governors' Policy 22
    UNCW's Policy 22
  Opportunities for Involvement and Avenues of Redress 23
  Reaffirmation of Commitment to Equal Opportunity 20
  Sexual Harassment Policy 20
  Unlawful Harassment, Personal Discrimination, and Retaliation 20
European Studies/Minor 130
EV-Henwood Nature Preserve 30
Examinations
  Admissions 31
  Advanced Placement 69
  Final Examinations Policy 72
Exchange Program 104
  International 104
  National—NSE 105
Exemptions 69
Expenses 40
  Application Fee 40
  Fees 40
  Full-time Charges per Semester 39
  Late Payment of Tuition and Fees Charge 40
  Late Registration Charge 40

Meal Plan Options 42
Off-Campus Living-Commuter Meal Plans 41
On-Campus Living 41
Orientation 40
Refunds-Tuition and Fees, Room and Board 43
Residence Status for Tuition Purposes 43
Room and Board Rates 42
Semester Room and Board Rates 42
Summer School 43
Tuition and Fees 39
Tuition Surcharge 40
UNCW Refund Policy 43
Extension Programs and Courses 180
Faculty 16, 354
Faculty Listing 354
Faculty Awards 16
Faculty Leadership, The Center for 18
Fail Courses, Pass/ 105
Family Educational Rights and Privacy Act (FERPA) 76
Fees
Application 31-34, 40
Late Payment for Tuition and Fees/Late Registration 40
Freshman Orientation Fees 40
Orientation 40
Parking 40
Remedial Course Fee 40
Field Experiences 101
Film Studies, Department of 130
Film Studies, courses 252
Final Examination Policy 72
Finance (see Economics and Finance) 163
Finance, courses 248
Financial Aid and Veterans Services 46
Diversity Scholarship 46
Education Grants 46
Eligibility 66-68
Employment, Student 64
Loans, Student 64
Native Americans Scholarship and Grant Program 47
Refund and Repayment Policy 68
Scholarships and Awards 47
Satisfactory Academic Progress (SAP) Standards 66
Student Employment Programs 64
Student Loans 64
Veterans Educational Benefits 66
Fine Arts, courses 250
Fine Arts Requirement 97
Food Service 84
Foreign Language, Supplemental Credit 69, 132
Foreign Languages and Literatures, Department of 131
Foreign Languages and Literatures, courses . .249
Forensic Science/Minor 134
Former Student (Re-enrolling), Admission 35
French (see Foreign Languages and Literatures) 132
French, courses 250
Freshman Seminar 96, 349
Freshmen Students
Admissions 32
Application Procedure 33
Orientation 38, 75
Registration 75
General College 95
Advising 95
Freshman Seminar 96
Learning Communities 96
Student Athlete Academic Support 95
Seahawk Enrichment Program 96
University Studies 96
General Degree Requirements 97
Geographic Information Science, Certificate in 124
Geography (see Earth Sciences) 124
Geography, courses 257
Geology (see Earth Sciences) 124
Geology, courses 261
German (see Foreign Languages and Literatures) 133
German, courses 256
German Studies Consortium 101, 133
Gerontology Consortium, The North Carolina 101
Gerontology, courses 265
Gerontology/Minor 135
Grade Appeals Policy 73
Grade Point Averages, Cumulative 67
Grades and Reports 73
Graduate Course Credit 102
Graduate Degrees Offered 108
Graduation
Application 77
Progress Toward in Four Years 75
Requirements 77
With distinction 72
Grants 46
Health (see Health and Applied Human Sciences) 137
Health and Applied Human Sciences Department of 135
Health Center 90
Health, courses 265
Health Examination 90
Health Forms 37
Health Insurance 90
Health Promotion and Nutrition Services 84
Health-Related Careers, Pre-Professional Programs 182
Health Services 84, 90
Health and Wellness Center 90
High School Students, Special 36
History, Department of 140
History, courses 268

History of UNC 13
History of UNCW 15
Honor Code, Academic 69
Honor Societies and Awards 84
Honors, courses 267
Honors Scholars Program 102
Admission 102
Co-Curricular Activities 104
Courses 103, 267
Departmental 103
Graduation with University Honors 102
Residence 104
Scholarships 52
Seminars 103
Hours Earned 67
Housing 88
Meal Plan Options 42
On-Campus Living 41
Room and Board Rates 42
Housing and Residence Life 88
Humanities Area Requirements 97
Hundley Wellness Resource Center 84
Illegal Drugs Policy Statement 75
Immunization Forms, Student 37
Improper Relationships Between Students and Employees 22
Incomplete Grades 73
Indebtedness 74
Information Center 91
Information Systems (see Information Systems and Operations Management) 164
Information Systems, courses 285
Information Systems and Operations Management, Department of 164
Information Technology, Division of 27
Information Technology/Minor 141
In-State Status for Tuition 43
Insurance, Student Health 90
Interdepartmental Programs
African-American Studies 113
American Studies 114
Asian Studies 116
Classical Studies 120
European Studies 130
Forensic Science 134
Gerontology 135
Information Technology 141
Journalism 141
Latin American Studies 142
Leadership Studies 142
Middle East Studies 146
Native American Studies 150
Postcolonial Studies 153
Science, Humanities and Society 155
Women's Studies 158
International Affairs/Minor 153
International Business 165
International Dual Degree Program, Transatlantic Business School Alliance (TABSA) 161, 165
International Programs 104
Academic Programs 104
Admissions 35
Financial Aid 46
Health Insurance 90
International House 105
Student Organization 88
International Student Organization 88
International Studies (see International Programs) 104
International Studies, courses 277
Internships 105
Italian (see Foreign Languages and Literatures) 133
Italian, courses 277
Japanese (see Foreign Languages and Literatures) 133
Japanese, courses 277
Jazz Studies/Minor 149
Joint Programs 129, 180
Journalism/Minor 141
Language Credit, Supplementary 69, 132
Late Payment of Tuition and Fees Charge 40
Late Registration and Drop/Add 74
Late Registration Charge 40
Latin (see Foreign Languages and Literatures) 133
Latin, courses 278
Latin American Studies/Minor 142
Law, Pre-Professional Program 182
Leadership Education and Service Center 83
Leadership Studies/Minor 142
Leadership Studies, courses 278
Learning Center, Tutoring and 94
Learning Communities 96
Learning Services, University 93
Library, William Madison Randall 27
Library Science, courses 278
Loans, Student 64
Major, Areas of Study 97
Major, Change of 70
Major, Declaration of 71
Major, Double 77
Management (see Management and Marketing) 164
Management, courses 283
Management and Marketing, Department of 164
Map, Campus 25
Marine Biology (see *Biology and Marine Science*) 118
Marine Science Research 351
Marine Science, Center for 351
Marketing (see Management and Marketing) .164
Marketing, courses 287
Mathematics (see Mathematics and Statistics) 144
Mathematics, courses 279
Mathematics and Statistics, Department of .143
Mathematic Supplemental Credit 69

Math Lab 93
Meal Plan Options 42
Off-Campus Living-Commuter Meal Plans 41
On-Campus Living 41
Medical and Immunization Form, Student 37
Medicine, Pre-Professional Program 182
Middle East Studies/Minor 146
Minority Enrichment 82
Minority Student Services 93
Minor, Change of 70
Minors, List of 107
Minors, Departmental
Anthropology 115
Art History 115
Chemistry 120
Choral Music 149
Community Health 137
Computer Science 122
Creative Writing 123
Economics 162
English 126
Environmental Studies 128
French 133
Geography 124
Geology 125
German 133
History 140
International Affairs 153
Jazz Studies 149
Mathematics 145
Music 149
Oceanography 125
Parks & Recreation 139
Philosophy 151
Physics 152
Political Science 152
Psychology 154
Public Administration 153
Religion 151
Sociology 157
Spanish 133
Statistics 146
Studio Art 115
Theatre 116
Minors, Interdepartmental
African-American Studies 113
American Studies 114
Asian Studies 116
Classical Studies 120
European Studies 130
Forensic Science 134
Gerontology 135
Information Technology 141
Journalism 141
Latin American Studies 142
Leadership Studies 142
Middle East Studies 146
Native American Studies 150
Postcolonial Studies 153
Science, Humanities, and Society 155
Women's Studies 158
Mission Statement, UNCW 14
Music, Department of 147
Music, courses 288
Musical Organizations 89
Name Change 70
National Student Exchange 105
National Testing Program 93
Native American Scholarship and Grant Program 47
Native American Studies/Minor 150
Natural Science Requirements 98
Nature Preserve, Ev-Henwood 30
North Carolina Marine Trade Services 35
Notification of Acceptance Dates 31
Nursing, School of 176
Nursing, courses 297
Nutrition Services, Health Promotion and 84
Oceanography/Minor 125
Off-Campus Courses 74
Off-Campus Living – Commuter Meal Plans 41
On-Campus Living 41
Online Courses 185
Operations Management (see Information Systems and Operations Management) 164
Operations Management, courses 322
Opportunities for Involvement and Avenue of Redress 23
Optometry, Pre-Professional Program 182
Oral Communication Competency Requirement 100
Organizations and Clubs 90
Orientation 38, 75
Orientation Fee 40
Out-Of-State Status For Tuition 43
Parks and Recreation Management (see Health and Applied Human Sciences) 139
Parks and Recreation Management, courses 329
Pass/Fail Courses 105
Performing Ensembles 89
Pharmacy 90
Pharmacy, Pre-Professional Program 182
Philosophy (see Philosophy and Religion) 150
Philosophy, courses 303
Philosophy and Religion, Department of 150
Physical Education (see Health and Applied Human Sciences) 137
Physical Education, courses 309
Physical Education Requirement 97, 100
Physical/Occupational Therapy, Pre-Professional Program 182
Physician Assistant, Pre-Professional Program 182
Physics (see Physic and Physical Oceanography) 151
Physics, courses 315
Physics and Physical Oceanography, Department of 151

Podiatry, Pre-Professional Program 182
Policies
Cancellation of Course Registration 70
Final Examinations 72
Grade Appeals 73
Illegal Drugs 75
Improper Relationships 22
Nondiscrimination 20
Readmission, Special 35
Refund 43, 68
Refund and Repayment, Financial Aid 68
Sexual Harassment 20
Time Limitation 67
Withdrawal 80
Policy Statement on Illegal Drugs 75
Political Science, Department of 152
Political Science, courses 317
Portuguese (see Foreign Languages and Literatures) 133
Portuguese, courses 324
Postcolonial Studies/Minor 153
Post Office, University 91
Praxis Scores 167
Pre-Engineering, courses 238
Pre-Professional Programs 182
Chiropractic 182
Dentistry 182
Health-Related Careers 182
Law 182
Medicine 182
Optometry 182
Pharmacy 182
Physical/Occupational Therapy 182
Physician Assistant 182
Podiatry 182
Veterinary Medicine 182
Preregistration 75
Probation, Academic (see Retention, Dismissal and Re-Admission) 78
Professional Schools and Select Programs Admission 36, 109, 110
Professional Writing, Certification in 126
Professorships, Distinguished Teaching 17
Progress Toward Graduation in Four Years 75
Psychology, Department of 154
Psychology, courses 324
Public Administration/Minor 153
Public Service and Continuing Studies, Division for 29
Conference Services 30
Continuing Studies 29
Lifelong Learning 29
MarineQuest 29
Public School Outreach and Community Partnerships 29
University Television 30
WebU@UNCW 29
Publications, Student 90
Quantitative Methods (see Information Systems and Operations Management) ..164
Quantitative Methods, courses 328
Readmission (see Retention, Dismissal and Readmission) 78
Readmission Policy, Special 35
Reaffirmation of Commitment to Equal Opportunity 20
Recreation Management (see Health and Applied Human Sciences) 139
Recreation Management, courses 329
Re-enrolling Student 78
Refund Policy, UNCW 43
Refund and Repayment Policy, Financial Aid 68
Refunds
Refund Policy 43
Room and Board 43
Tuition and Fees 43
Registered Nurses, courses 301
Registration 75
Cancellation 70, 75
Late Payment for Tuition and Fees/Late Registration 75
Preregistration 75
Regulations, University 69
Academic Honor Code 69
Advanced Placement 69
Advising 70
Auditing 70
Cancellation of Course Registration Policy 70
Change of Major or Minor 70
Change of Name and Address 70
Class Attendance 70
Classification of Students 71
Code of Student Life 71
Conversion from Unclassified Status 71
Dean's List 71
Declaration of Major 71
Degrees with Distinction 72
Determining Enrollment Status 72
E-Mail 72
Family Education Rights and Policy Act (FERPA) 76
Final Examination Policy 72
Grade Appeal Procedure 73
Grade and Reports 73
Indebtedness 74
Late Registration and Drop/Add 74
Off-Campus Courses 74
Orientation 75
Policy Statement on Illegal Drugs 75
Preregistration 75
Progress Toward Graduation in Four Years .75
Registration 75
Cancellation Due to Failure to Pay Tuition and Fee 75
Release of "Directory Information" 76
Repeating of Courses 76
Requirements for a Double Major or a Double Degree 77

Requirements for Another Baccalaureate Degree 77
Requirements for Graduation 77
Residency Requirement 78
Retention, Dismissal and Readmission 78
Student Conduct 79
Transcripts 79
Transfer of Credit 79
Transient Study 79
Tuition Surcharge 79
Withdrawal Policy for Undergraduate Students 80
Release of "Directory Information" 76
Religion (see Philosophy and Religion) 150
Religion, courses 306
Repeating of Courses 76
Requirements
Admission 36, 109
Another Baccalaureate Degree 77
Basic Studies 97
Computer Competency 99
Double Major or Double Degree 77
Graduation 77
Oral Communication Competency 100
Physical Education 100
Residency 78
Retention 78
Second Degree 77
Waiver of 99
Residence Life Program 88
Residency Requirement 78
Residence Status for Tuition Purposes 43
Retention (see Retention, Dismissal and Readmission) 78
Retention Chart 78
RN ACCESS Program 178
Room and Board Rate 42
Safety and Health Program 38
Satisfactory Academic Progress (SAP) 66
Scholarships and Awards 47
School of Business, Cameron 159
School of Education, Donald R. Watson 166
School of Nursing 176
Admissions Requirements 110
Degree Requirements 176
RN Access Program 178
Clinical Research 179
Science, Humanities and Society/Minor 155
Science, Humanities and Society, courses 334
Science and Mathematics Education Center 352
Seahawk Enrichment Program 96
Second Degree Requirements 77
Senior Citizens 36
Sequenced Courses 184
Service–Learning 106
Service-Learning Faculty Scholars Program 18
Sexual Harassment Policy 20
Small Business and Technology Development Center 352
Social and Behavioral Science Requirement 98
Social Work, Department of 155
Social Work, courses 343
Sociology (see Sociology and Criminal Justice) 156
Sociology, courses 334
Sociology and Criminal Justice, Department of 156
Spanish (see Foreign Languages and Literatures) 133
Spanish, courses 338
Special Academic Centers 352
Special Academic Programs 180
Special Education 171
Special Education, courses 331
Special High School Students 36
Special Readmission Policy 35
Special Undergraduate Students 36
Specialty Studies, Department of 167
Specialty Studies Courses (see Education, courses) 227
Statistics (see Mathematics and Statistics) 146
Statistics, courses 341
Storytelling in the Community 89
Student Athlete Academic Eligibility 95
Student Athlete Academic Support 95
Student Awards 84
Student Classification 71
Student Conduct 79
Student Exchange, National 36
Student Government Association 89
Student Health Center 90
Student Health Insurance 90
Student Immunization and Health Form 37
Student Life 81
Dean of Students 81
Art Exhibitions 81
Association for Campus Entertainment 81
Athletics 81
Campus Activities and Involvement 82
Campus Diversity 82
Campus Recreation 82
Center for Leadership Education and Service 83
Counseling Center 83
Crossroads 83
Food Service 84
Health Promotion and Nutrition Services 84
Honor Societies and Awards 84
Housing and Residence Life 88
International Student Organization 88
Performing Ensembles 89
Storytelling in the Community 89
Student Government Association 89
Student Health Center 90
Student Media 90
Student Organizations 90

Transition Programs 91
UNCW Presents 91
UNCW Volunteers 91
University Information Center 91
University Post Office 91
University Theatre 92
University Union/Warwick Center 92
The *UNSea Card* 92
Student Mail 91
Student Media 90
Student Organizations 90
Student Pharmacy 90
Student Support Offices and Services 93
Career Services 93
Disability Services 93
Minority Student Services 93
National Testing Program 93
University Learning Services 93
General College 95
Studio Art (see Art and Theatre) 115
Substance Abuse Prevention and Education . .83
Summer School 43, 106
Supplementary Credit 69
Supplemental Instruction 93
Surcharge, Tuition 40
Suspension (see Retention, Dismissal and Re-Admission) 78
Teacher Education Program 110, 173
Teaching Excellence Awards 16
Teaching Excellence, Center for 18
Testing Program 93
Theatre (see Art and Theatre) 116
Theatre, courses 345
The Three-Plus-Two Program in Environmental Science and Environmental Engineering 129
Therapeutic Recreation (see Health and Applied Human Sciences 139
Therapeutic Recreation, courses 331
Time Limitation Policy 67
Transatlantic Business School Alliance (TABSA) 165
Transatlantic Business School Alliance (TABSA)-International Dual Degree Program 161
Transcripts 79
Transfer Articulation Agreement 34
Transfer of Credit 79
Transfer Students
Admission 33
Application Procedure 34
Credit 79
Transient Study 74
Transition Programs 91
Trial Courses 184
Tuition and Fees 39
Late Payment for Tuition and Fees/Late Registration 40
Tuition Surcharge 40, 79
Tutorial Assistance 94
Tutoring and Learning Center 94
Two-Plus-Two Engineering Program 180
Unclassified Enrollment Permission 37
Unclassified Students 71
Unclassified Students, Conversion From 71
UNCW Presents 91
UNCW Volunteers 91
Undergraduate Degrees Offered 107
Undergraduate Research and Fellowships, The Center for Supported 18
University Information Center 91
University Learning Services 93
Math Lab, The 93
Tutoring and Learning Center 94
Writing Place 94
University of North Carolina
Board of Governors 12
History 13
Office of the President Officers 12
University of North Carolina Wilmington
Academic Standing 16
Administrative Officers 9
Board of Trustees 15
Buildings 24
Campus Map 25
Community of Scholars 17
Diversity in the University Community Statement 20
Equal Opportunity, Diversity, and Unlawful Harassment 20
Faculty 16
History and Background 15
Improper Relationships Between Students and Employees 22
Mission Statement 14
Opportunities for Involvement and Avenue of Redress 23
Reaffirmation of Commitment to Equal Opportunity 20
Sexual Harassment Policy 20
Strategic Vision 14
University Goals 14
Unlawful Harassment, Personal Discrimination and Retaliation 20
University Post Office 91
University Readers Theatre 91
University Regulations 69
Academic Honor Code 69
Advanced Placement 69
Advising 70
Auditing 70
Cancellation of Course Registration Policy 70
Change of Major or Minor 70
Change of Name and Address 70
Class Attendance 70
Classification of Students 71
Code of Student Life 71
Conversion From Unclassified Status 71
Dean's List 71

Declaration of Major 71
Degrees With Distinction 72
Determining Enrollment Status 72
E-Mail 72
Family Education Rights and Privacy Act (FERPA) 76
Final Examination Policy 72
Grade Appeal Procedure 73
Grades and Reports 73
Indebtedness 74
Late Registration and Drop/Add 74
Off-Campus Courses 74
Orientation 75
Policy Statement on Illegal Drugs 75
Preregistration 75
Progress Toward Graduation in Four Years .75
Registration 75
Cancellation Due to Failure to Pay Tuition and Fees 75
Release of "Directory Information 76
Repeating of Courses 76
Requirements for a Double Major or a Double Degree 77
Requirements for Another Baccalaureate Degree 77
Requirements for Graduation 77
Residency Requirement 78
Retention, Dismissal and Readmission ...78
Retention Chart 78
Student Conduct 79
Transcripts 79
Transfer of Credit 79
Transient Study 79
Tuition Surcharge 79
Withdrawal Policy For Undergraduate Students 79
University Studies (see General College) 96
University Studies, courses 349
University Theatre 92
University Union/Warwick Center 92
Unlawful Harassment, Personal Discrimination and Retaliation 20
UNSEA Card 92
Veteran Educational Benefits 66
Veterans Services 66
Veterinary Medicine, Pre-Professional Program 182
Visiting Students Admission 36
Volunteers, UNCW 91
Warwick Center 92
Watson School of Education 166
Admissions Requirements 110
Degrees, Concentrations 168
Waiver of Requirements 99
Wellness Resource Center, Hundley 84
Wildlife Preserve, Herbert Bluethenthal 30
William Madison Randall Library 27
Withdrawal Policy 80
Women's Resource Center 19
Women's Studies, courses 349
Women's Studies/Minor 158
Work Programs 64
Writing Place 94

FOR USE
IN
LIBRARY
ONLY

FOR USE
IN
LIBRARY
ONLY

RANDALL LIBRARY - UNCW
3 0690 1774199 D

UNCW

UNIVERSITY OF NORTH CAROLINA **WILMINGTON**
601 South College Road
Wilmington, North Carolina 28403-5904
910-962-3000

www.uncw.edu